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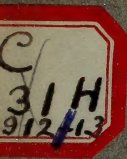




Tenth Series, No. 1

OF THE  
UNIVERSITY OF ILLINOIS.

Bulletin  
of  
Bates College



# Bates College

1912-1913

Lewiston, Maine, December 1, 1912







# BATES COLLEGE

LEWISTON MAINE

1912-1913

LEWISTON, MAINE  
THE JOURNAL PRINTSHOP  
1912

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1912-

# CALENDAR-1913

## JANUARY.

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## JUNE.

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# Calendar

1912

Sept. 16, 17	Examinations for Admission to College Monday and Tuesday, 9.00 A.M., 1.30 P.M.
Sept. 18	First Semester begins: 8.40 A.M. Wednesday
Nov. 4-15	Sophomore Preliminary Public Speaking 1.30 P.M.
Nov. 15	Tuition due
Nov. 16	Prize Division 2.00 P.M.
	Thanksgiving Recess from 12 M., November 27 to 7.40 A.M., December 2
	Christmas Recess from December 21, 1912 to January 7, 1913

1913

Jan. 15-29	Sophomore Debates 2.00 P.M.
Jan. 23	Day of Prayer for Colleges Thursday
Jan. 31-Feb. 8	Midyear Examinations
Feb. 10	Second Semester begins: 8.40 A.M.
Feb. 22	Washington's Birthday Saturday
Feb. 24-Mar. 7	Freshman Public Speaking 1.30 P.M.
March 8	Prize Division 2.00 P.M.
March 15	Tuition due
March 20	Senior Exhibition Thursday, 7.45 P.M.
	Easter Recess, from March 29 to April 8
May 30	Memorial Day Friday
June 12	Last Chapel Thursday
June 12	Ivy Day Exercises Thursday
June 13-20	Final Examinations
June 22	Baccalaureate Exercises Sunday, 3.30 P.M.
June 23-24	Examinations for Admission to College 9.00 A.M., 1.30 P.M.
June 23	Junior Exhibition Monday, 7.45 P.M.
June 24	Annual Meeting of the Corporation Tuesday, 9.00 A.M.
June 24	Class Day Exercises Tuesday, 2.30 P.M.
June 24	Annual Meeting of the Alumni Tuesday, 4.00 P.M.
June 24	Illumination of College Campus Tuesday, 7.45 P.M.
June 25	Commencement Wednesday, 10.00 A.M.
June 25	President's Reception to the Graduates Wednesday, 8.00 P.M.
Sept. 22-23	Examinations for Admission to College Monday and Tuesday, 9.00 A.M., 1.30 P.M.
Sept. 24	First Semester begins: 8.40 A.M. Wednesday
Nov. 15	Tuition due
Nov. 3-14	Sophomore Preliminary Public Speaking 1.30 P.M.
Nov. 15	Prize Division 2.00 P.M.
	Thanksgiving Recess, from 12 M., November 26 to 7.40 A.M., December 1
Dec. 20	Christmas Recess begins



# General Information

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## FOUNDATION

Bates College grew out of the Maine State Seminary, chartered in 1855. In 1862 sixteen young men in this school petitioned the Trustees to provide facilities for collegiate instruction. In the fall of 1863 the first Freshman class was admitted, and in the winter of 1864 a new charter was secured, and Maine State Seminary became Bates College. The name Bates College was given by the Trustees in grateful acknowledgment of the generosity of Mr. Benjamin E. Bates of Boston, Mass., one of the founders of the city of Lewiston. Mr. Bates had taken a warm interest in the Seminary, and it was his encouragement, with a subscription in 1863 of \$25,000, which led to its development into the College. To this sum he subsequently added \$75,000. Mr. Bates died in 1877. Other friends have generously aided the institution, but none of their benefactions have surpassed in amount the gifts of Mr. Bates.

Lewiston, in which the College is situated, is the second city in population in Maine, having twenty-six thousand inhabitants. It is on the east bank of the Androscoggin, thirty-five miles northeast of Portland. It is connected by four bridges with Auburn, a city with sixteen thousand inhabitants, on the opposite bank of the river. The two cities are among the most enterprising and progressive in the East. Many of their public buildings are exceptionally beautiful and substantial. Their excellent public schools are constantly bringing to the two cities from all parts of Maine, and even from adjoining states, parents eager to secure a good education for their children. The Jordan High School, of Lewiston, and the Edward Little High School, of Auburn, rank among the best preparatory schools in New England. The pulpits of Lewiston and Auburn are occupied by able and scholarly men, and residents of few towns have better facilities for hearing the representative lecturers and orators of our country. The two cities are remarkably healthful, are situated amid some of the most beautiful scenery of the Androscoggin valley, and combine in a rare degree the educa-

tional influences afforded by the presence of business energy, of scholarly leisure, and of attractive environments. They are a little more than four hours distant from Boston, and are accessible from all directions by means of four railways—the Grand Trunk, the Portland and Rumford Falls, and two lines of the Maine Central. These with numerous electric roads make the college easily accessible from every direction. The college grounds consist of fifty-five acres in the suburbs of Lewiston. They have great natural beauty and command fine views of the surrounding country. From the summit of Mount David, given by the late Mrs. Archibald Wakefield and the late Mrs. John M. Frye, as the site for an astronomical observatory, the White Mountains, more than fifty miles away, are distinctly visible. Through the generosity of the children of Mrs. Wakefield, three and one-half acres have (in September, 1912) been added to this earlier gift and nearly all of Mount David is now owned by the college—giving to the campus a distinctive charm that arrests the attention of every visitor.

#### CHARACTER OF THE COLLEGE

The college is unsectarian in all its aims and methods, but it is unequivocally Christian. Breadth and thoroughness are sought, not only in literary and scientific attainments, but in moral and spiritual culture. What are called the vices of student life are practically unknown at Bates. No student can be a member of the College without taking and keeping a pledge to abstain from alcoholic drinks. Hazing has never been tolerated. A large percentage of the students are actively religious, and among them are represented nearly all the religious denominations of New England. It has been the constant aim of the College to encourage and aid students of limited means and to exclude such habits and customs as lead to extravagant and unnecessary expenditures. Planted in a thrifty and frugal community, Bates is for a wide area the natural college home for students of limited means. The community, with its numerous industries, offers unusual opportunities for work; and college spirit and tradition make labor honorable. The Faculty of Bates find one of their highest pleasures in helping young men and young women to solve the problem of ways and means. An employment Bureau composed of members of the Faculty and of

Alumni is able practically to assure remunerative work to students able and willing to engage in self-help. Every year Bates students are engaged in more than sixty different kinds of employment. There are ninety-seven scholarships. Ninety-four of these, of \$1,000 each, pay the annual Tuition for Instruction of as many deserving young men and young women. The other two are the Coe Scholarship of \$3,000 and the Dana Estes Scholarship of \$2,500. Students of ample, of moderate, and of limited means live and work together in absolute social equality. From its organization in 1863, the College has received young women on the same terms with young men, thus beginning on the Atlantic seaboard the movement for the higher education of women.



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151 Wood Street



# Terms of Admission

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All candidates for admission to the College must offer satisfactory testimonials of good moral character; and those that have been members of other colleges must present certificates of regular dismission.

The requirements in particular subjects are as follows:

## LATIN

The requirements in Latin are those recommended in the "Report of the Commission on College-Entrance Requirements in Latin," and are as follows:

### I. AMOUNT AND RANGE OF THE READING REQUIRED.

1. The Latin reading required of candidates for admission to college, without regard to the prescription of particular authors and works, shall be not less *in amount* than Cæsar, Gallic War, I-IV; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Vergil, Aeneid, I-VI.

2. The amount of reading specified above shall be selected by the schools from the following authors and works: Caesar (Gallic War and Civil War) and Nepos (Lives); Cicero (orations, letters, and De Senectute) and Sallust (Catiline and Jugurthine War); Vergil (Bucolics, Georgics, and Aeneid) and Ovid (Metamorphoses, Fasti, and Tristia).

### II. SUBJECTS AND SCOPE OF THE EXAMINATIONS.

1. *Translation at Sight.* Candidates will be examined in translation at sight of both prose and verse. The

vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

2. *Prescribed Reading.* Candidates will be examined also upon the following prescribed reading: Cicero, orations for the Manilian Law and for Archias, and Vergil, Aeneid, I, II, and either IV or VI at the option of the candidate, with questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

3. *Grammar and Composition.* The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

#### SUGGESTIONS CONCERNING PREPARATION.

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the

sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphor. Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination cannot test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practised.

The work in composition should give the student a better understanding of the Latin he is reading at the time, if it is prose, and greater facility in reading. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read as well; for this work the prose authors already studied should be used as models.

On the basis of the above Report the examinations will be grouped as follows:

## I. ELEMENTARY LATIN.

The examination will be adapted to the proficiency of those that have studied Latin in a systematic course of five exercises a week for at least three years. It will include translation of prose at sight, Cicero, as indicated

above in Section II, Article 2, and Grammar and Composition.

## II. ADVANCED LATIN.

The examination will be adapted to the proficiency of those that have studied Latin in a systematic course of five exercises a week for at least four years. It will cover the work outlined in Section II of the Report.

### GREEK

#### I. ELEMENTARY GREEK.

Candidates presenting this subject should be able to translate at sight simple Attic prose, and should possess a thorough mastery of ordinary Greek inflections, principles of syntax, and idioms, involving the ability to write simple Attic prose. To attain the required proficiency, a student should have studied Greek two years, in a systematic course of five exercises a week, including the reading of four books of Xenophon's *Anabasis* or an equivalent, thorough study of Grammar, and considerable practice in writing Greek sentences involving ordinary idioms and constructions.

#### II. ADVANCED GREEK.

Candidates presenting this subject should be able to translate at sight passages from Homer, as well as from Attic prose, and should be well grounded in the epic dialect, the prosody of Homer and the general features of Homeric life. They should also be able to translate into Attic prose simple English passages of connected narrative. These requirements involve, in addition to the course in Elementary Greek, a third year of study, with exercises five times a week, and necessitate the reading of additional Attic prose and of at least the first three

books of the Iliad or an equivalent, and practice in the writing of connected passages of Attic prose.

Students admitted without Greek may begin the study of Greek in the Freshman year and go on to the regular courses in that language.

### ENGLISH

Preparation in English has two main objects: (1) command of correct and clear English, spoken and written; (2) power to read with intelligence and appreciation. The attainment of these objects requires a course of study covering at least three years, with five recitation periods each week.

To secure the first end, training in grammar and the simpler principles of rhetoric, and the writing of frequent compositions are essential. The candidate must be able to spell, capitalize, and punctuate correctly. He must show a practical knowledge of the essentials of terminology, inflections, syntax, the use of phrases and clauses; a thorough training in the construction of the sentence; and familiarity with the simpler principles of paragraph division and structure.

To secure the second end, the reading of a certain number of books is prescribed. The list is intended to give the candidate the opportunity of reading, under intelligent direction, a number of important pieces of literature. The prescribed books are divided into two groups as follows:

#### A

READING AND PRACTICE—The candidate will be required to present evidence of a general knowledge of the subject-matter of the books mentioned and to answer simple questions on the lives of their authors. The examination will usually be the writing of a paragraph or two



on each of several topics to be chosen by the candidate from a considerable number set before him in the examination paper. The treatment of these subjects is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books. In place of a part or the whole of this test, the candidate may present an exercise book, properly certified by his instructor, containing composition or other written work done in connection with the reading of these books. The books for this part of the examination will be:

For 1913, 1914, 1915.

Group I (two to be selected.) The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the Odyssey, with the omission, if desired, of Books i-v and xv-xvii; the Iliad, with the omission, if desired, of Books i-v and xv-xvii; the Iliad, with the omission, if desired, of Books xi, xiii-xv, xvii, and xxi; Vergil's *Æneid*. The Odyssey, Iliad, and *Æneid* should be read in English translation of recognized literary excellence.

For any unit of this group a unit from any other group may be substituted.

Group II (two to be selected.) Shakespeare's Merchant of Venice; Midsummer Night's Dream; As You Like It; Twelfth Night; Henry the Fifth; Julius Cæsar.

Group III (two to be selected.) Defoe's Robinson Crusoe, Part I; Goldsmith's Vicar of Wakefield; either Scott's Ivanhoe or Scott's Quentin Durward; Hawthorne's House of the Seven Gables; Dickens's David Copperfield or Dickens's Tale of Two Cities; Thackeray's

Henry Esmond; Mrs. Gaskell's Cranford; George Eliot's Silas Marner; Stevenson's Treasure Island.

Group IV (two to be selected.) Bunyan's Pilgrim's Progress, Part I; The Sir Roger de Coverley Papers in The Spectator; Franklin's Autobiography (condensed); Irving's Sketch Book; Macaulay's Essays on Lord Clive and Warren Hastings; Thackeray's English Humorists; Selections from Lincoln, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and Letter to Horace Greeley, along with a brief memoir or estimate; Parkman's Oregon Trail; either Thoreau's Walden or Huxley's Autobiography and selections from Lay Sermons, including the addresses on Improving Natural Knowledge, A Liberal Education, and A Piece of Chalk; Stevenson's Inland Voyage, and Travels with a Donkey.

Group V (two to be selected.) Palgrave's Golden Treasury (First Series), Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns; Gray's Elegy in a Country Churchyard and Goldsmith's Deserted Village; Coleridge's Ancient Mariner and Lowell's Vision of Sir Launfal; Scott's Lady of the Lake; Byron's Childe Harold, Canto IV, and Prisoner of Chillon; Palgrave's Golden Treasury (First Series), Book iv, with especial attention to Wordsworth, Keats, and Shelley; Poe's Raven, Longfellow's Courtship of Miles Standish, and Whittier's Snow Bound; Macaulay's Lays of Ancient Rome and Arnold's Sohrab and Rustum; Tennyson's Gareth and Lynette, Lancelot and Elaine, and Passing of Arthur; Browning's Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix,

Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Hervé Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City.

## B

**STUDY AND PRACTICE.**—This part of the examination presupposes a careful study of the works named below. The examination will be upon subject-matter, form and structure, and will also test the candidate's ability to express his knowledge with clearness and accuracy. The books for this part of the examination will be:

For 1913, 1914, 1915, Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro*, and *Il Penseroso*; Burke's *Speech on Conciliation with America*, or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

## MATHEMATICS

### I. ELEMENTARY MATHEMATICS.

(1) *Algebra*. Through equations of the second degree.

Although candidates are not examined in *Arithmetic*, a thorough knowledge of its fundamental principles is an essential part of a preparatory course. This subject should not be neglected by candidates.

The required work in *Algebra* should cover two years' work of five recitations per week, and includes the following subjects: Factors, fractions, ratio and proportion; negative quantities and interpretation of negative results; a thorough knowledge of radicals and the solution of equations involving radicals, fractional and negative exponents; the binomial theorem for positive integral exponents; extraction of roots; the solution of equations

with one or more unknowns, whether of the first or second degree, and with literal as well as numerical coefficients, and of problems leading to such equations; arithmetical and geometrical progression.

It is recommended that the student familiarize himself with the solution of simultaneous equations of two or three unknowns, that he be able to solve quadratics at sight, either by factorization or by formula, and that he learn to draw the graphs of linear and quadratic equations of two unknowns.

(2) Plane Geometry. The required work in plane geometry should extend throughout one year of five recitations per week.

The theorems and constructions as found in good text-books: The properties of plane rectilinear figures; the circle, and the measurement of angles; similar polygons; areas; regular polygons and the measurement of the circle. A large part of the time should be given to original demonstrations of exercises, and this should be insisted upon as a part of the required work in the course.

## II. ADVANCED MATHEMATICS.

(1) Algebra, including choice, chance, theory of limits, the binomial theorem for negative and fractional exponents, logarithms, series, determinants, graphs, derivatives, and the theory of equations.

(2) Solid Geometry, as represented by the ordinary college text-books. Candidates should be able to solve readily problems of solid mensuration and to demonstrate original theorems that may be deduced easily from the text.

(3) Plane Trigonometry, as represented by the usual text-books. Candidates must be familiar with the theory and use of six-place logarithmic tables.



## FRENCH

The admission requirements in elementary and advanced French are those recommended by the Modern Language Association of America.

## I. ELEMENTARY FRENCH.

The work to be done during the first year should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plurals of nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax; (3) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation.

During the second year, the work should comprise: (1) the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches; (2) constant practice, as in the previous year, in translating into French easy variations upon the texts read; (3) frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (6) mastery of the forms and use of pronouns, of pronominal adjectives,

of all but the rare irregular verb forms, and of the simpler uses of the conditional and the subjunctive.

Suitable texts for the second year are: About's "Le roi des montagnes," Bruno's "Le tour de la France," Daudet's easier short tales, La Bédollière's "La Mère Michel et son chat," Erckmann-Chatrian's stories, Foa's "Contes biographiques" and "Le petit Robinson de Paris," Foncin's "Le pays de France," Labiche and Martin's "La poudre aux yeux" and "Le voyage de M. Perichon," Legouvé and Labiche's "La cigale chez les fourmis," Malot's "Sans famille," Mairét's "La tâche du petit Pierre," Mérimée's "Colomba," extracts from Michelet, Sarcey's "Le siège de Paris," Verne's stories.

## II. ADVANCED FRENCH.

During the third year the work should comprise the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts are: About's stories, Augier and Sandeau's "Le gendre de M. Poirier," "Béranger's poems," Daudet's "La Belle-Nivernaise," Corneille's "Le Cid" and "Horace," Coppée's poems, Le Brète's "Mon oncle et mon curé," Madame de Sévigné's letters, Hugo's "Hernani" and "La Chute," Labiche's plays, Loti's "Pêcheur d'Islande," Mignet's historical writings, Molière's "L'Avare," and "Le Bourgeois Gentilhomme," Racine's "Athalie," "Andromaque" and "Esther," Thier's "L'expédition de Bonaparte en Egypte," George Sand's plays and stories, Sandeau's "Mademoiselle de la

Seiglière," Scribe's plays, Thierry's "Recits des temps mérovingiens," Vigny's "La canne de jonc," Voltaire's historical writings.

## GERMAN

The admission requirements in elementary and advanced German are those recommended by the Modern Language Association of America.

### I. ELEMENTARY GERMAN.

The first year's work should comprise: (1) careful drill upon pronunciation; (2) memorizing and frequent repetition of easy colloquial sentences; (3) drill upon the rudiments of grammar, that is, upon the inflection of the articles, of such nouns as belong to the language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs, also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word order; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in reproducing natural forms of expression; (5) the reading of 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in reproducing from memory sentences previously read.

The second year's work should comprise: (1) the reading of 150 to 200 pages of literature in the form of easy stories and plays; (2) accompanying practice, as before, in translating into German easy variations upon the matter read, also in the off-hand reproduction, sometimes orally and sometimes in writing, of the sub-

stance of short and easy selected passages; (3) continued drill upon the rudiments of grammar, directed to the end of enabling the pupil, first, to use his knowledge with facility in forming sentences, and second, to state his knowledge correctly in the technical language of grammar.

Stories suitable for the elementary course can be selected from the following list: Andersen, *Märchen* and *Bilderbuch ohne Bilder*; Arnold, *Fritz auf Ferien*; Baumbach, *Die Nonna* and *Der Schwiegersohn*; Gerstäcker, *Germelshausen*; Heyse, *L'Arrabbiata*, *Das Mädchen von Treppi*, and *Anfang und Ende*; Hillern, *Höher als die Kirche*; Jensen, *Die braune Erica*; Leander, *Träumereien* and *Kleine Geschichten*; Seidel, *Märchen*; Stökl, *Unter dem Christbaum*; Storm, *Immensee* and *Geschichten aus der Tonne*; Zchokke, *Der zerbrochene Krug*.

The best shorter plays available are: Benedix, *Der Prozess*, *Der Weiberfeind*, and *Günstige Vorzeichen*; Elz, *Er ist nicht eifersüchtig*; Wichert, *An der Majorsecke*; Wilhelmi, *Einer muss heiraten*. Only one of these plays need be read, and the narrative style should predominate. A good selection of reading matter for the second year would be Andersen, *Märchen*, or *Bilderbuch*, or Leander, *Träumereien*, to the extent of about forty pages. Afterward, such a story as *Das kalte Herz*, or *Der zerbrochene Krug*; then *Höher als die Kirche*, or *Immensee*; next a good story by Heyse, Baumbach, or Seidel; lastly *Der Prozess*.

## II. ADVANCED GERMAN

The work should comprise, in addition to the elementary course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases,

abstracts, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses and modes (with especial reference to the infinitive and subjunctive), and likewise upon word order and word formation.

Suitable reading matter for the third year can be selected from such works as the following: Ebner-Eschenbach, *Die Freiherren von Gemperlein*; Freytag, *Die Journalisten* and *Bilder aus der deutschen Vergangenheit*, for example *Karl der Grosse*, *Aus den Kreuzzügen*, *Doktor Luther*, *Aus dem Staat Friedrichs des Grossen*; Fouque, *Undine*; Gerstäcker, *Irrfahrten*; Goethe, *Hermann und Dorothea* and *Iphigenie*; Heine's poems and *Reisebilder*; Hoffman, *Historische Erzählungen*; Lessing, *Minna von Barnhelm*; Meyer, *Gustav Adolfs Page*; Moser, *Der Bibliothekar*; Riehl, *Novellen*, for example *Burg Neideck*, *Der Fluch der Schönheit*, *Der stumme Ratsherr*, *Das Spielmannskind*; Rosegger, *Waldheimat*; Schiller, *Der Neffe als Onkel*, *Der Geisterseher*, *Wilhelm Tell*, *Die Jungfrau von Orleans*, *Das Lied von der Glocke*, *Balladen*; Scheffel, *Der Trompeter von Säckingen*; Uhland's poems; Wildenbruch, *Das edle Blut*. A good selection would be: (1) one of Riehl's novelettes; (2) one of Freytag's "pictures;" (3) part of *Undine* or *Der Geisterseher*; (4) a short course of reading in lyrics and ballads; (5) a classical play by Schiller, Lessing, or Goethe.

#### CHEMISTRY

The examination in this subject implies an acquaintance by recitation and laboratory work with elementary processes and with the properties of common chemical substances; also a familiarity with the chemical notation in its arithmetical meaning, including the ability to solve



simple problems based on the relations expressed by formulas and equations.

The requirements in this subject include the study of both metals and non-metals, and may be met by the use of any good Elementary text-book and laboratory manual.

### PHYSICS

The student must present satisfactory evidence that he has completed a year's work in Physics based upon a standard text-book (Carhart and Chute's, Millikan and Gale's, and Gage's are recommended). The course must include at least one two-hour laboratory period per week. To receive credit in Physics a certified note-book *must* be presented showing the student's *original record* of at least forty experiments.

### BIOLOGY

One year's work in Biology may be offered for two points in the preparatory course. The year's work should be equivalent to at least one hundred one hour exercises, consisting of at least one-half laboratory work. The note-book records of laboratory work, certified by the instructor, will be required. The course may consist of one year's work in Zoölogy, or one year's work in Botany, or one-half year's work in each.

It is desirable that considerable field work be done; that the animals and plants be studied in their natural environment. A large amount of data, obtained through accurate observation out-of-doors, forms the best foundation for the work to be accomplished in the laboratory and recitation room.

It is more important that a relatively small amount of laboratory work be carefully and thoroughly accomplished by proper laboratory methods, than that a large amount of ground be covered in a superficial and unscientific manner.

For a year's work in Zoölogy, the following texts—supplemented with such laboratory work as time and text would require—are approved: General Zoölogy, by Linville and Kelley; Zoölogy, Descriptive and Practical, by Colton; Introduction to Zoölogy, by Davenport.

For one-half year's course in Zoölogy: Animal Life, by Jordan and Kellogg; Animal Forms, by Jordan and Heath; Practical Zoölogy, by Davison.

For a year's course in Botany: Plants, by Coulter; Elements of Botany, by Bergen; Introduction to Botany, by Stevens.

For a one-half year's course in Botany: such parts—selected by instructor—of one of the above texts, as can be properly handled in the time.

## HISTORY

### UNITED STATES HISTORY AND CIVICS.

The student should have a general knowledge of the colonization of the several states, the forms of government that existed previous to the War of Independence, the causes and principal events of that war, the Period of the Confederation and the establishment of the Federal Constitution with the general history subsequent to that event.

### ENGLISH HISTORY.

In this subject a general knowledge of the social and political development of England is expected of the stu-

dent. This applies in particular to the centuries subsequent to the Norman conquest and to the movements that culminated in the creation of a British Empire and of a limited monarchy.

#### ANCIENT HISTORY, GREEK AND ROMAN.

The student should know the main facts respecting the political development of Greece and the Roman Republic and Empire, and should possess a general acquaintance with Greek and Roman life, literature and art.

Students are admitted to Bates College as candidates for the degree either of Bachelor of Arts or of Bachelor of Science. The degree of Bachelor of Arts is regularly conferred upon those that have included among their courses one year of college Latin. In exceptional cases the degree may be conferred also upon students that have not taken Latin, but, beginning Greek in college, have continued the study of the same through Courses I and 2. Students that pursue neither Latin nor Greek receive the degree of Bachelor of Science.

#### ADMISSION GROUPS

To show clearly the requirements for admission the following grouping of the preceding subjects is made. Candidates for admission to the Freshman Class must show adequate preparation in all the subjects of Group I and in enough of Group II to make a total of  $14\frac{1}{2}$  units. To count a unit a subject must be pursued for one

school year of thirty-six weeks with five recitation periods per week.

A.B. COURSE		B.S. COURSE	
<i>Group I</i>		<i>Group I</i>	
	Units		Units
English, A and B, (3 years),	3	English, A and B, (3 years),	3
Latin, Elementary and Advanced	4	Elementary French or Elementary German	2
Algebra	2	Algebra	2
Plane Geometry	1	Plane Geometry	1
Roman History	$\frac{1}{2}$	American History and Civil Government	$\frac{1}{2}$
<hr/>		<hr/>	
Total required,	$10\frac{1}{2}$	Total required	$8\frac{1}{2}$

A.B. COURSE		B.S. COURSE	
<i>Group II</i>		<i>Group II</i>	
Elementary Greek	2	Elementary Latin	3
Advanced Greek	1	Elementary Greek	2
Elementary French	2	Elementary French (if not offered in Group I)	2
Advanced French	1	Advanced French	1
Elementary German	2	Elementary German (if not offered in Group I)	2
Advanced German	1	Advanced German	1
Chemistry (including note-book)	1	Chemistry (including note-book)	1
Physics (including note-book)	1		
Biology (including note-book)	1		

Advanced Algebra	$\frac{1}{2}$	Physics (including note-	
Solid Geometry	$\frac{1}{2}$	book)	I
Plane Trigonometry	$\frac{1}{2}$	Biology (including note-	
Greek History	$\frac{1}{2}$	book)	I
American History and		Advanced Algebra	$\frac{1}{2}$
Civil Government	$\frac{1}{2}$	Solid Geometry	$\frac{1}{2}$
English History	$\frac{1}{2}$	Plane Trigonometry	$\frac{1}{2}$
		Roman History	$\frac{1}{2}$
		Greek History	$\frac{1}{2}$
		English History	$\frac{1}{2}$
		*Free Hand Drawing	$\frac{1}{2}$
		*Mechanical Drawing	$\frac{1}{2}$
Total elective	4	Total elective	6

Candidates for the degree of Bachelor of Arts must present in addition to Group I a selection of subjects from Group II aggregating four units according to the valuation there indicated. This selection must include either Elementary Greek, Elementary French, or Elementary German.

Candidates for the degree of Bachelor of Science must present in addition to Group I a selection of subjects from Group II aggregating six units according to the valuation there indicated.

#### ADMISSION ACCORDING TO THE "HARVARD PLAN"

##### NEW REQUIREMENTS FOR ADMISSION TO HARVARD COLLEGE

To be admitted to Harvard College, a candidate

(1) Must present evidence of an approved school course satisfactorily completed; and

\*Accepted only from schools fully equipped for work of this character.



(2) Must show in four examinations as explained below that his scholarship is of a satisfactory quality:

#### SCHOOL RECORD

A candidate must present to the committee on admission evidence of his secondary school work in the form of an official detailed statement showing

(a) The subjects studied by him and the ground covered.

(b) The amount of time devoted to each.

(c) The quality of his work in each subject.

To be approved, this statement must show

(a) That the candidate's secondary school course has extended over four years.

(b) That his course has been concerned chiefly with languages, science, mathematics and history, no one of which has been omitted.

(c) That two of the studies of his school program have been pursued beyond their elementary stages, *i. e.*, to the stage required by the present advanced examinations of Harvard College or the equivalent examinations of the College Entrance Examination Board.

#### THE EXAMINATIONS

If the official detailed statement presented by the candidate shows that he has satisfactorily completed an approved secondary school course, he may present himself for examinations in four subjects as follows:

(a) English.

(b) Latin, or, for candidates for the degree of S.B., French or German.

(c) Mathematics, or physics, or chemistry.

(d) Any subject, not already selected under (b) or (c), from the following list:

Greek	History	Physics
French	Mathematics	Chemistry
German		

These four examinations must be taken at one time, either in June or in September.

If we interpret the preceding statement correctly, it is evident that, in the application of this new method, it is intended to make the examinations in the different subjects tests of power to take advantage of college work and college methods, rather than upon mere ability to answer questions upon which candidates may have been carefully coached by experts. It will be seen that the new method makes use both of certificates and of appropriate examinations. It does not supersede methods already in vogue. Whether it will ultimately do this, cannot at present be determined. Applicants for admission to Bates choosing to be tested by the new method may have the opportunity.

"If a candidate is admitted, he will be admitted without conditions; if he is refused admission, no credit will be given for examination in the separate subjects in which he may show proficiency, and the refusal will mean that his school record and his college tests do not show that he has the scholarship which makes his admission desirable."

#### ADMISSION BY CERTIFICATE

Graduates of schools approved by the New England College Entrance Certificate Board are admitted without examination. This Board represents Amherst College, Bates College, Boston University, Bowdoin Col-

lege, Brown University, Colby College, Dartmouth College, Mount Holyoke College, Wesleyan University, Williams College.

Certificates are passed upon by the individual colleges above named. All schools in New England desiring the certificate privilege should apply to the Secretary of the Board, Professor Nathaniel F. Davis, 159 Brown Street, Providence, R. I., before April 1st. Schools outside of New England desiring the certificate privilege should apply to the Registrar of Bates College, 16 Frye Street, Lewiston, Maine.

Certificates should meet the requirements in full, but certificates covering eight units of the requirements will be accepted and the candidates will be examined on the remaining units. Candidates offering certificates for less than eight units of the requirements must be examined in full. Candidates that have taken preparatory work in more than one school must be certified by the principal of each of the schools in which they have taken work.

Blanks for certificates will be furnished by the Registrar of the College. School diplomas will not be accepted in place of certificates. Certificates that candidates have met the entrance requirements of another college will ordinarily be accepted, provided they cover the usual subjects, or their equivalents, required for admission to Bates College.

#### **ADMISSION BY CERTIFICATE OF EXAMINATIONS**

Academic diplomas issued by the Regents of the University of the State of New York are accepted in all required subjects covered by them.

Certificates of the New York State Examination Board are accepted.

### **SPECIAL STUDENTS**

Students of good character who are prepared to do college work, may be admitted to special courses under the direction of the Committee on Registration. All students who can do so are advised to matriculate for a degree, and no one will be allowed to use the privilege here offered for the purpose of securing a merely nominal connection with the College. Special students are subject to the same regulations regarding attendance and examinations as candidates for degrees, and must take fifteen hours of class-room work per week. No special student will be allowed to continue more than two years in college as such.

### **ADMISSION FROM OTHER COLLEGES**

Students from other colleges seeking admission to Bates must present the following credentials: a letter of honorable dismissal, a statement of method of admission, an official statement in detail of studies taken by terms or semesters, with standing in the same, the exact number of terms of attendance, and a marked catalogue of the institution, showing each subject that has been completed.

### **EXAMINATIONS FOR ADMISSION TO COLLEGE**

The regular examinations for admission to college begin on Monday preceding Commencement, and on Monday preceding the first day of the First Semester, at 9 o'clock A.M., in Room 5, Hathorn Hall. Arrangements may be made for taking examinations at the student's own school on the third Monday preceding Commencement. Principals, wishing thus to assume the re-

sponsibility of the examinations, should register their requests for examination papers, stating subjects and number of papers required, with the Chairman of the Committee on Entrance Examinations, Professor F. A. Knapp, 32 Mountain Ave., Lewiston, not later than June 1.



## Courses of Instruction

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Most of the work of the Freshman year is required. Some electives are introduced in the second semester of the Freshman year and are increased in number with each succeeding semester. The essentials of a liberal education are constantly kept in view and the attainment of knowledge is made tributary to the love of study, the habit of investigation, and the tastes and aptitudes of the scholar. The individuality of students is recognized and encouraged without the sacrifice of breadth and thoroughness. Class-room work is supplemented by original observation and research and by a systematic use of the College Library.

While in every department the cultural aim is held constant and controlling, the culture sought is of the kind that pays tribute to life. While not mistaking itself for a professional school or a technical school, the College seeks to make all its instruction practical. Each teacher remembers that forty-three out of every hundred of Bates graduates become educators, and strives to exemplify the best Pedagogy. In addition, the College gives four definite courses in Education which, while thoroughly cultural, ensure to those pursuing them a teacher's certificate of the first class from State Boards of Education. In like manner, the courses in Elocution and in English, especially the courses in Argumentation, prove of great value to graduates who engage in public speaking and, in particular, to those who practice Law. So, also, the courses in Biblical Literature and Religion, while having a choice cultural value, are a substantial aid to students contemplating the Christian Ministry—being

accepted as the full equivalent of a year's work in the best Theological Schools. The thorough courses in Chemistry meet the requirements of the best Medical Schools and those in Biology receive equal recognition. The work in Mechanics, in Electricity and Magnetism, and in the Elements of Electrical Engineering, assures to the general student of these subjects an intelligent acquaintance with the great natural forces of the industrial world and enables the prospective engineer to gain, at comparatively slight cost, advanced standing in such a school of applied science as the Massachusetts Institute of Technology.

Students wishing to enter the Maine Medical School after completing a year's work in Bates College must present the complete admission requirements as in the case of students matriculating for the A.B. or B.S. degree. The purpose of such students to pursue a medical course after completing the necessary college work must be attested by a written statement from their parents, or their guardian. A change to regular standing may be made only by special vote of the faculty. Such students are required to take work in Biology, Chemistry, Physics, French or German, and may elect one course in some other language.

## I. ASTRONOMY

### 1. Descriptive Astronomy.

Three hours. First semester. Elective for Seniors and Juniors.

### 2. General Astronomy.

Three hours. Second semester. Elective for students that have passed Astronomy 1.

## II. BIBLICAL LITERATURE AND RELIGION

1. The Literary Study of the Bible. An introduction to the study of the English Bible as a masterpiece of

literature. Lectures on the origin and growth of the Bible; its translation into English; its influence on English literature; its relation to other literatures. For the larger part of the course Moulton's *Modern Reader's Bible* will be used as a text-book, and the Bible will be studied as any other collection of literature. Attention will be called to the great variety of literary forms used by biblical authors, and at least one biblical book illustrating each literary form—poetry, drama, oratory, story, history, epistle, and the like—will be carefully read. Reference books: Moulton's *Literary Study of the Bible*, Moulton's *World Literature*, Gardiner's *The Bible as English Literature*, and Price's *Ancestry of the English Bible*.

Three hours. Second semester. Elective for Freshmen.

2. *Oriental History*. A study\* of Egypt, Babylonia, China, India, Asia Minor, and Palestine. In the light of this historical setting the history of Israel is considered. Large use is made of the recent archaeological discoveries in the Orient. For a further description of this course see *History 1*, page 65.

Three hours. First semester. Elective for Sophomores.

3. *The Beginnings of Christianity*. This covers the period from Cyrus the Great to Mohammed. Attention is given to the various lines of preparation for Christianity and to the spread of Christianity in the first centuries. For a further description of this course see *History 2*, page 65.

Three hours. Second semester. Elective for Sophomores.

4. *The Protestant Reformation*. A study of the type of Christianity which had developed during the Middle Ages, and the great changes wrought by the Reform-

ation. For a further description of this course see History 11, page 68.

Three hours. First semester. Elective for Juniors.

5. The French Revolution. A study of the various elements of society during the French Revolution with the special aim of investigating the place of religion in human society. Students pursuing courses 2, 3, 4, 5 have an opportunity to trace the influence of religion from the beginnings of civilization to modern times, and to estimate the contribution of Christianity to social progress. For a further description of this course see History 12, page 68.

Three hours. Second semester. Elective for Juniors.

6. Old Testament Literature. A study of the Prophets from Amos to Jeremiah, in chronological order, followed by a consideration of the origin, development, nature, and content of the Old Testament literature as a whole. The aim is to give the student a general acquaintance with the results of modern biblical scholarship, and a special knowledge of the Prophets, Job, and Psalms.

Three hours. First semester. Elective for Juniors.

7. New Testament Literature. The origin and contents of the books of the New Testament: the historical situation in which the books arose; the persons to whom they were addressed; the primary aim of the writers; why and when the documents came to be considered sacred; the message of the books; a rapid survey of the rise of the conception of the Kingdom of God in the Old Testament, and of the development of the conception in the Old and New Testaments.

Three hours. Second semester. Elective for Juniors.

8. The History of Religion. A study of the origin and development of religion, and a sketch of some of the chief religious systems of the world. This involves a consideration of the unity of religion, of the special forms assumed by religion in different tribes and nations, and a comparison of some of the greater religious systems with Christianity.

Three hours. First semester. Elective for Seniors.

9. The Philosophy of Religion. This course starts with the results obtained in the History of Religion and considers the psychological origin of religion, the philosophical view of the world that religion demands, and the great religious doctrines in the light of modern scientific and philosophical views. It aims to harmonize and unify the phenomena of man's religious life with the other principal forms of his experience.

Three hours. Second semester. Elective for Seniors.

10, 11. The Hebrew Language. A study of the elements of the language, and a translation of Genesis and Deuteronomy. This course is for those who desire to secure advanced standing in a Divinity School, or for those who for any reason wish to gain an acquaintance with one of the Semitic languages.

Three hours. Through the year. Elective for Juniors and Seniors.

12, 13. Advanced Hebrew. Reading of one or more historical books with a review of Hebrew Grammar and a study of the Syntax. The latter part of the year is spent in translating selections from the Prophets and Psalms.

Three hours. Through the year. Elective for Seniors.



## III. BIOLOGY

## BOTANY

1. Morphology, Physiology and Ecology of Flowering Plants. The method of instruction in this course is: (1) recitations upon the above subjects, as they are developed by a study of the text-book, by lectures and in laboratory work; (2) laboratory exercises, in which a careful study is made of the morphology of the various parts of the plant body. The seeds, roots, stems, leaves, flowers and fruits are taken up in succession. The structure and relation of these parts to the life processes of the plant are recorded in the laboratory note-book, by means of drawings and descriptive notes. Sufficient time is given to flower analysis, so that each student has such practice as will make him familiar with the method of work. Considerable attention is given to field work.

The aim of this course is two-fold: (1) To give the student a general yet comprehensive knowledge of the life processes and structure of the flowering plants; (2) to begin the training which is so essential to all scientific work—that of accurate observation.

Two one-hour periods and one two-hour period. Second semester. Elective for Freshmen and Sophomores.

[2. Morphology, Ecology and General Classification of the Plant Kingdom.

The work of the course comprises recitations, lectures and laboratory exercises. A study is made of the principles upon which modern classification is based. Type specimens representing the various groups and sub-divisions of the vegetable kingdom are studied with respect to their distinctive characteristics, structure, etc., together with a consideration of the inter-relations of the groups.

In the laboratory the student studies and sketches most of the specimens taken up in recitations.

Field work constitutes an important part of this course. Trips are taken into the surrounding country for the purpose of collecting and studying the plants in their natural environment. This field work is especially helpful in fixing in the student's mind the general classification of the plant kingdom.

It is the aim of the course to give the student a knowledge of what organisms are included in the plant kingdom and how these same organisms are grouped in a general classification.

Two one-hour periods and one two-hour period. Second semester. Not offered in 1912-1913. Elective for Freshmen and Sophomores.]

#### ZOOLOGY

1, 2, and 3. General Principles of Zoölogy; and Morphology, Ecology and General Classification of Invertebrate Animals. Instruction is given by recitations and laboratory work. These courses aim to teach first, the general principles of the subject, its history and subdivision, the structure, development and functions of cells, tissues and organs, general embryology, etc.; second, the outlining of the principal groups of the animal kingdom, studying their ecology and morphology. The laboratory work is confined to representatives of the chief groups of invertebrates. Typical forms are studied microscopically or dissected, and careful drawings with descriptive notes must accompany the laboratory work.

This course begins with the Sophomore year and continues for three semesters. One one-hour recitation period and two two-hour laboratory periods. Elective for Sophomores.

4, 5, and 6. Comparative Anatomy of Vertebrates. Instruction in this course is given chiefly by laboratory exercises and lectures. Type representatives of the different classes of Vertebrata are very thoroughly dissected and studied in a comparative way, from the lower forms to the higher. All observations and records are kept by means of drawings and notes. The course is intended especially for those who are particularly interested in biological science, or in the study of anatomy and medicine.

Two two-hour laboratory periods and one one-hour lecture period. This course begins with the second semester of the Junior year and continues for three semesters. Elective for Juniors.

7 and 8. Microscopic Technique and Histology.

In these courses instruction is given by lectures, recitations and laboratory work. A study is made of the parts and use of the compound microscope, together with laboratory work upon the more essential methods of investigation. This involves practical work upon an invertebrate animal and the different tissues of vertebrates. The student experiments with the important methods of fixing, hardening, staining, dehydrating, clearing, imbedding, sectioning, and mounting objects for microscopic study.

Further, the student is introduced to the general subject of animal histology, by a careful study of the above preparations.

Two two-hour laboratory periods and one one-hour recitation period. First and second semesters. Elective for Seniors.

#### PHYSIOLOGY FOR MEN

1. Physiology, Anatomy, and Hygiene. Instruction in this course is given by lectures and recitations. This

course is devoted chiefly to Physiology and Hygiene with emphasis placed upon Hygiene. "The Human Mechanism" by Hough and Sedgwick is used as a text.

Three hours. First semester. Required of Freshmen that do not offer Greek for entrance.

The practical value of the course is greatly augmented through the use of the Bock Stegers anatomical models of the heart, eye, ear, trunk, etc.; also by use of a human skeleton.

#### PHYSIOLOGY FOR WOMEN

I. Anatomy, Physiology, and Hygiene. A study of the structure of the human body and the application of such knowledge to the care of the health. Special emphasis is laid upon personal hygiene. Instruction is given through lectures, recitations and required readings. Hough and Sedgwick is used as text-book.

Three hours. First semester. Required of Freshmen that do not offer Greek for entrance. Special provision for instruction in personal hygiene is made this year for those electing Greek.

#### ORNITHOLOGY

I. Considerable attention is given to the study of Ornithology, apart from that of general zoölogy. In the first semester twelve lectures are given to the Freshman Class on the characteristics of birds—peculiarities of physical structure, flight, utility, song, beauty, intelligence, and migration; on the fossil, sub-fossil, and extinct birds, and on classification. The last lecture is devoted to the winter birds of Maine. This lecture is preparatory to the work to be done by the class during the winter. Prizes are given to the members of the class that report the longest list of birds observed and carefully

identified between the first of December and middle of March. Two prizes are also given to the class for the best winter sketches of not more than two thousand words each.

2. In the twelve lectures given in the spring all the species of the inland birds of Maine are described and the mounted specimens are shown to the class. Four times a week, from the last of March to the middle of June, the members of the Freshman class make early morning excursions of one hour and a half to the fields and woods in search of the birds. From 75 to 130 different species are recognized in one year by the careful observers.

#### IV. CHEMISTRY

Work in this department includes lectures, recitations, and laboratory work, and continues through the Sophomore, Junior, and Senior years. The study begins with lectures and recitations on the non-metallic elements and their compounds. In connection with these subjects the elements of Theoretical Chemistry are taught, and the students are given practice in the solution of a variety of chemical problems.

1. Inorganic Chemistry, the non-metals. This course is devoted to the elementary principles of the science. It deals with the nature and properties of a few common elements and the application of the fundamental laws and theories concerning their combination. Recitations, experimental lectures, and laboratory work.

Three hours. First semester.

2. General and Experimental Chemistry. A continuation of Course 1, dealing largely with the metallic elements and including a few of the more common carbon

compounds. Recitations and lectures with laboratory work.

Three periods. Second semester.

Courses 1 and 2 are elective for Sophomores.

3. Qualitative Analysis. An inductive course of basic and acid analysis. Laboratory work, with lectures upon the methods and theories involved.

Three exercises (six hours). First semester. Elective for all who have taken Courses 1 and 2, or their equivalent.

4. A continuation of Course 3. The separation of a large number of mixed compounds. This is followed by an introduction to the study of the compounds of carbon, covering the methane and benzene series and their derivatives.

Three exercises (six hours). Second semester. Elective for those who have taken course 3.

5. Quantitative Analysis. Laboratory practice in the methods of gravimetric and volumetric analysis; separation and estimation of metals, acids, and water of crystallization.

Three exercises (six hours). First semester. Elective for students who have taken Courses 3 and 4.

6. Quantitative Analysis. A continuation of Course 5, with additional work on alloys, ores, and mineral waters, with various complex analyses and their applications.

Three exercises (six hours). Second semester. Elective for students who have taken Course 5.

7. A lecture and reading course. Historical and theoretical chemistry.

Two hours. First semester. Elective for Seniors.

8. Industrial Chemistry. This course combines lectures and laboratory practice on some of the processes of



applied chemistry. Bleaching and dyeing, also manufacture of fertilizers, soap, paper, and cement are considered.

Two hours. First semester. Elective for Seniors.

9. Sanitary Chemistry. This is a lecture course dealing with the primary necessities of life—air, food, water, and shelter,—and the subjects closely related to them.

One hour. Second semester. Elective for Seniors and Juniors.

10. Physiological Chemistry. Lectures and laboratory work. The chemistry of digestion is taken up, also the analysis of urine, blood, saliva, and gastric juice. This is followed by the detection of poisons and the action of strong drugs on the system.

Two exercises. Second semester. Elective for Seniors.

11. Assaying. A laboratory course dealing with the principles on which this method of analysis is based, and giving attention mainly to the assaying of the ores of gold, silver, lead, and copper.

Two exercises. Second semester. Elective for Seniors.

## V. ECONOMICS

1. Elementary Economics. A study of the nature and meaning of the principles of Economics and a general survey of such practical economic problems as money, credit, banking, tariff, monopolies, trusts, labor problems, etc.

Three hours. First semester.

Course 1 is open to all students above the Freshman class. The courses which follow are open only to those who have had course 1 or its equivalent.

2. Labor Problems. A study of the wage system, relation of employer and employee, profit sharing, labor

co-partnership, trade union policies and methods, industrial arbitration, unemployment, etc.

Three hours. Second semester.

3. Money, Banking, and Commercial Crises. The course includes a study of the principles of money and credit. Some of the topics considered will be: the monetary history of the principal countries; the nature and growth of commercial banking; present banking policies of England, France, Germany, Canada, and the United States, and those problems of money and credit appearing in connection with economic crises.

Three hours. Second semester.

3a. Public Finance. This course covers the entire field of finance, but lays chief emphasis on the subject of taxation. Attention will be given to: public expenditures; revenues, including commercial and administrative revenues and those from taxes; legislation and administration, and public credit.

Three hours. Second semester.

## VI. ENGLISH

1. Rhetoric and English Composition. Recitations, themes, lectures, conferences, and required reading. A systematic study of paragraphing and description.

Three hours. First semester. Required of Freshmen.

2. Rhetoric and English Composition. Recitations, themes, lectures, conferences, and required reading. A systematic study of exposition and narration.

Three hours. Second semester. Required of Freshmen.

3. Argumentation. A systematic study of the principles of argumentation. In the recitations, careful attention is given to the analysis of propositions, methods of

briefing, the employment of evidence in the proof, refutation, the preparation of forensics from briefs, and the oral debate. Class debates furnish training in extemporaneous debating, and, also, serve to illustrate the principles studied in the recitation.

Three hours. First semester. Required of Sophomores.

4. Advanced Composition. Open to Sophomores.

a. This course is for those who have shown excellence in some form of composition. Special attention is given to the finer qualities of style in writing. The composition work consists of the writing of essays and short stories. The class work consists of recitations, reports, lectures, and discussions.

b. Open to all Sophomores who desire further work in composition. Special attention is given to the gathering of material for essays, to outlining, and to the essential principles and qualities of good style, such as Clearness, Unity, Mass, and Coherence. The composition work consists largely of short essays. The class work consists of recitations, supplemented by lectures and reports.

Three hours. Second semester.

5. Advanced Argumentation. Open to a limited number of Juniors and Seniors who desire to continue work in debating and who have shown ability in previous work in argumentation.

Second semester, counts as a three-hour course.

6. a. History of English Literature to the end of the Elizabethan Age.

b. The drama. Lectures on the origin and development of the drama and its history from Aeschylus to

Shakespeare. Critical study of selected plays of Shakespeare, with required reading of other works of the Elizabethan Age.

Four hours. First semester. Required of Juniors.

7. Literature of the Seventeenth and Eighteenth Centuries. Critical study of selected works of prose and poetry, with lectures on the literary history and biography of the period. Required reading of other works, with research in the Library, reports, abstracts, and discussion in class.

Four hours. Second semester. Elective for Juniors.

8. Lectures on literary criticism, with special reference to fiction. Reading of selected works of the Nineteenth Century. Investigation of topics in literary history and criticism. Current literature.

Four hours. First semester. Elective for Seniors.

9. English Literature of the Nineteenth Century. Special study of Tennyson and Browning.

Four hours. Second semester. Elective for Seniors.

10. Teachers' Course. Designed for those who expect to teach English in secondary schools.

Extra, one hour. Second semester.

#### SOPHOMORE PRIZE DEBATES

Preliminary Debates.—All Sophomores are required to take part in these debates, the subjects of which are announced in the first term of Freshman year. A prize for excellence in debate is awarded in each division of the class.

First semester.

Champion Prize Debate.—The six speakers presenting the best arguments in the Preliminary Debates participate in the Champion Prize Debate; all other Sopho-

mores present Essays on a prescribed subject, in competition for a prize.

Second semester.

#### REQUIRED COMPOSITION WORK OF JUNIOR AND SENIOR YEARS

This work, in continuation of that done in courses 1 to 4, is required of all members of the Junior and Senior classes, whether they elect English or not. An essay is presented in each semester, as follows:

11<sup>1</sup>. Essays based on the study of masterpieces of Exposition or Persuasion.

Junior year, first semester.

12<sup>1</sup>. Theses on subjects requiring extended investigation.

Junior year, second semester.

13<sup>1</sup>. Original declamations on assigned subjects. Each member of the Class reads his declamation before a committee, by whom the best twelve are selected for delivery in a prize contest during Commencement week.

Junior year, second semester.

14<sup>1</sup>. Essays in criticism of some classic in English or American fiction.

Senior year, first semester.

15<sup>1</sup>. Original Parts for the Senior Exhibition. Each student reads his part before a committee, who choose twelve to speak in the Exhibition.

Senior year, second semester.

16<sup>1</sup>. Commencement Parts. Every member of the class writes a part, but the Commencement speakers are chosen on the basis of scholarship.

Senior year, second semester.

## VII. FRENCH

1, 2. Beginners' French. Pronunciation, Grammar, Reading, Composition.

Three hours. Through the year. Required of Freshmen that do not present French for admission.

3, 4. Intermediate French. A course in general and historical prose. Grammar and Composition.

Three hours. Through the year. Open to Freshmen. Elective for students that have passed in course 2 or who have passed the examination in Elementary French for admission.

5, 6. Advanced French. Reading in authors belonging to special periods of French Literature.

Three hours. Through the year. Elective for students that have passed course 4 or that have passed the examination in Advanced French for admission.

7, 8. French Composition and Conversation. The course furnishes practice in speaking and writing French. It consists of dictations, composition, readings and talks in French and aims to enable the student to understand readily French when spoken and to give him thorough training in the use of the idioms of the language.

Three hours. Through the year. Elective for students that have passed in course 6 and for others with the consent of the instructor.

9, 10. General Survey of French Literature. Lectures, reading, themes.

Three hours. Through the year. Elective for students that have passed in course 6.

11, 12. French Literature of the Sixteenth and Seventeenth Centuries. Lectures, themes and collateral reading.

Three hours. Through the year. Offered in alternate years. Offered in 1913-14.



Elective for Juniors and Seniors and such others as may satisfy the instructor of their ability to undertake the course.

13, 14. French Literature in the Eighteenth Century. Lectures, translation, collateral reading, and written tests. Three hours. Through the year. Not offered in 1913-14. Elective for Juniors and Seniors and such others as may satisfy the instructor of their ability to undertake the course.

15, 16. French Literature in the Nineteenth Century. Lectures, translation, collateral reading, and written tests. Three hours. Through the year. Offered in alternate years. Not offered in 1913-14. Elective for Juniors and Seniors and such others as may satisfy the instructor of their ability to undertake the course.

#### VIII. GEOLOGY

1, 2. General Geology.

Through the year. Three periods of one or two hours each. Elective for Juniors and Seniors.

3. Physiographic Geology.

First semester. Three periods of one or two hours each. Elective for students that have passed Geology 1 and 2.

4. Geography.

Second semester. Three periods of one or two hours each. Elective for students that have passed Geology 1 and 2.

#### IX. GERMAN

The study of German is required during the Freshman or Sophomore year and is elective during the remainder of the course, three hours per week.

The aim of the required work is the acquisition of a thorough knowledge of the fundamentals of German grammar and the ability to translate into good English all texts read, an introduction to the masterpieces of the German drama of the classical period, a general knowledge of the history of German Literature, and a comprehensive view of the tendencies in German literature since Goethe's death.

Careful drill in pronunciation and the intelligent reading of the German text are insisted upon. Some practice in conversation is given, and German is used in the class-room as far as is deemed advisable by the instructor. In the elective courses a large amount of collateral reading outside the class-room is expected. Advanced grammar and composition are not lost sight of throughout the course, although no specialty is made of these subjects after the first year.

1, 2. Elementary Course. Grammar, composition, pronunciation, dictation, reading of graded selections of German prose and poetry.

Three hours. Through the year. Elective for Freshmen that present French for admission; required of Sophomores that have not taken the equivalent.

3, 4. Intermediate Course. Modern prose, narrative and dramatic. Selected works from such authors as Baumbach, Freytag, Grillparzer, Heyse, Keller, Reihl, Storm, and Wildenbruch. Review of the grammar of the first year, and study of the syntax based on the texts read. Prose composition.

The purpose of German 3 and 4 is to give the student facility in reading standard modern narrative prose.

Three hours. Through the year. Required of the Freshmen that present advanced French and elementary

German for admission. Elective for Sophomores and for Juniors that have had German 1 and 2.

5, 6. Introduction to German Literature of the Eighteenth Century. Selected dramas from Lessing, Goethe, and Schiller. The purpose of German 5 and 6 is an introduction to the latest classical period in the history of German Literature. The work of the first term will deal mainly with Lessing, and with the Storm and Stress period as exemplified in the early works of Goethe and Schiller; during the second term emphasis will be laid on the later works of Goethe and Schiller as expressive of the classical sympathies of the two poets.

Three hours. Through the year. Elective for Juniors. German 5 and 6 can be pursued to best advantage by Juniors that have had German 3 and 4. Juniors that have had only German 1 and 2, and that do not plan to elect German 7 and 8 are recommended to elect German 3 and 4.

7. Goethe's Faust. Part I and selected portions of Part II. In addition to a critical study of the text, special attention is given to the genesis and development of the Faust legend, and to the life of Goethe as reflected in Faust. Collateral reading in connection with the Faust theme.

Three hours. First semester. Elective for Seniors only.

8. Introduction to German Literature of the Nineteenth Century. A rapid survey of the most important movements of the nineteenth century, with illustrative readings from various representative writers. The work in the class room will be supplemented by lectures, reports, and collateral reading.

Three hours. Second semester. Elective for Seniors.

9, 10. Outline History of German Literature. German 9 and 10 are intended primarily for Juniors that presented advanced French and German for admission, and have taken German 5 and 6. The work in the history of the literature, one hour a week, will be supplemented by an intensive study of some literary movement or author of the nineteenth century.

Three hours. Through the year. Elective for Juniors after consultation with the instructor.

11, 12. Scientific German. These courses are intended for students that wish to acquire a reading knowledge of scientific German. During the first term a general science reader, such as Mesinest's Introduction to Scientific German, Wait's German Science Reader, or Wallentin's *Grundzüge der Naturlehre* is used. The work of the second term depends largely upon the demands of the class. If desired, a monograph dealing with some particular phase of biology, chemistry, or physics is read.

One hour. Through the year. Elective for Juniors and Seniors.

13, 14. Teachers' Course. German 13 and 14 are presented to students wishing to teach German. The work includes a general review of German grammar, the essentials in phonetics, practice in German conversation, and a discussion of the problems, aims, text-books, and theories of instruction with respect to the German language and literature.

One hour. Through the year. Elective for Seniors.

## X. GOVERNMENT

1. Constitutional Government. A study will be made of the governments of England, France, Germany, and

the United States. Most attention will be given to the federal government of the United States.

Three hours. First semester. Limited to those who have had courses 7 and 8 in American History, or their equivalent.

2. State and Municipal Government in the United States. During the first part of the semester the state governments will be considered with attention to the problems which they present in the light of recent social and industrial developments. Most of the time will be given to a study of municipal government. This study will include: the history and development of municipal government in America; the organs of city government and their relation to each other; the relation of the municipality to public service corporations, and the problems of municipal ownership. Three hours. Second semester. Prerequisite, course 1.

## XI. GREEK

The courses in Greek are so arranged as to give the student a first-hand acquaintance with nearly all the divisions of the wide and varied field of Classical Greek Literature—Epic and Lyric Poetry, the Drama, the Historians, the Orators, Plato and Theocritus. The foremost purpose is to lead to an appreciation of the individual masterpieces read. At the same time the student is encouraged to become acquainted with the entire groups of which these separate works are specimens, and with the history, civilization and art of the periods to which they belong. Lectures and class and individual assignments of library work serve to enlarge the outlook gained from study of a single text. With the same end in view as many additional works as possible are covered through sight reading, and the reading and discussion of translations. While drill in grammar and syntax is not made the main end, accuracy and precision in these subjects are

insisted upon throughout the course. Another constant purpose is to prepare intelligent and enthusiastic teachers of the Classics.

Courses 1 and 2 are required for all Freshmen that offer Greek for entrance. Students that expect to teach Greek or Latin, or that desire to secure a fairly complete classical course, are advised to continue Greek at least through their Sophomore year, taking courses 3 and 4, or 5 and 6. These courses are open also to Juniors. Courses 7 and 8 also are recommended to those who expect to teach Greek. Course 7 is a valuable course for general culture, and requires no knowledge of the Greek language.

1. The Odyssey, selections from Books I-XII.

Three hours. First semester. Required of Freshmen that present Greek for entrance.

2. Lysias, Selected Orations. Study of Athenian Life, based on Gulick's Life of the Ancient Greeks.

Three hours. Second semester. Required of Freshmen that present Greek for entrance.

3. The Greek Tragic Poets. At least two plays will be read in the Greek and others in English versions.

Three hours. First semester. Elective for Sophomores and Juniors.

4. Plato, Apology and Crito, and selections from the Republic.

Three hours. Second semester. Elective for Sophomores and Juniors.

[5. Iliad of Homer; reading of selected books, and of intervening passages in English versions, with a view to acquiring a knowledge of the Iliad as a whole.

Three hours. First semester. Elective for Sophomores and Juniors. Not offered in 1912-1913.]



[6. Greek Lyric Poetry and the Idyls of Theocritus. Three hours. Second semester. Elective for Sophomores and Juniors. Not offered in 1912-1913.]

7. Greek Civilization and Literature. The first half of the semester will be devoted to a study of the social, religious, artistic, and political development of the Greek race, from the pre-historic period to the time of Alexander. The work will be in the form of lectures, with assigned collateral reading. In the latter half of the semester Fowler's "Ancient Greek Literature" will be used as a text-book, supplemented by translation by the instructor of portions of selected works and by reading of others in English versions by the students. This course is open to all Juniors and Seniors, whether they have studied Greek or not.

Three hours. First semester. Elective for Juniors and Seniors.

[8, 9. Greek Composition.

One hour per week, first and second semesters. Elective for Sophomores, Juniors and Seniors. Not offered in 1912-1913.]

The following courses are designed for students that enter college with a preparation in French or German instead of Greek, and who wish to begin Greek in the Freshman year. The same credits are given for these courses as for Courses 1 to 4. Students that have completed Course 4a may, in their Junior year, enter upon Course 1, or, with the approval of the instructor, upon Course 3 or 5.

While courses 1a to 4a are open to all students that enter college without preparation in Greek, they are of peculiar interest to students that, entering without Latin, desire to qualify for the degree of A.B. For such students the completion of courses 1a to 4a, followed by

courses 1 and 2, or a year of more advanced work in Greek, is counted an equivalent for the preparatory and college Latin required for the degree of A.B.

1a and 2a. White's First Greek Book and Xenophon's Anabasis, Book IV.

Three hours. First and second semesters. Elective for Freshmen.

3a. Selections from Lucian and Herodotus. Review of Grammar and Syntax.

Three hours. First semester. Elective for Sophomores.

4a. Homer, Selected Books from the Iliad or Odyssey.

Three hours. Second semester. Elective for Sophomores.

## XII. HISTORY

### ANCIENT

1. Oriental History. An outline study of the beginnings and development of civilization in the East to the time of Cyrus the Great and the return of the Jews from the captivity in Babylon. Large use is made of the recent monumental discoveries in the Orient. Lectures are given on the origin of mankind; the earliest known inhabitants in Egypt, Babylonia, China, India, Asia Minor, and Palestine; the influence of these peoples on Western civilization. A few great epochs in the early history of the race are studied with respect to government, classes of society, family life, art, literature, and religion.

Professor Purinton.

2. The Beginnings of Christianity. This course views Christianity, in one aspect, as the culmination of all the preceding stages of Oriental culture, and is thus a continuation of Course 1. It covers the period from Cyrus the

Great and the rise of Judaism to Mohammed and the checking of the Mohammedan conquest of the West at Poitiers in 732 A.D. It considers the preparation for Christianity in Judaism, in Persia, in the changes wrought by Alexander the Great, in Greek Philosophy, and in the revival of Oriental religions in the Roman Empire during the two centuries preceding the time of Christ. A special study is made of some of the great leaders from Christ to Mohammed, of the extension of Christianity through the Roman Empire, of the beginnings of Christian literature, and institutions, the results of the union of the Church and State, the Barbarian invasions, and the rise of Mohammedanism.

Three hours. Second semester. Elective for Sophomores.

Professor Purinton.

3. Greek and Roman Statesmanship. Greek and Roman History, studied with special reference to the problems encountered by statesmen in foreign relations and domestic politics.

See also, in the Greek Department, Course 7, Greek Civilization and Literature.

Three hours. Second semester. Elective for Freshmen. Professor Chase.

5. Mediæval Europe. A survey of the Roman Empire, the invasions of the German tribes, and a more detailed study of the development of France, Germany, and Italy throughout the Mediæval period. Special attention is given to such topics as Feudalism, the Crusades, the Mediæval Church, and the Renaissance.

Three hours. First semester. Elective for Sophomores. Professor Gould.

6. The Modern Age. The development of the leading Continental European nations up to the present time.

A detailed study of the political and constitutional development of England is made. Course 5 must precede Course 6.

Three hours. Second semester. Elective for Sophomores. Professor Gould.

7. American History to 1800. A study of the establishment of the various European Colonies in America, their expansion, their political, social, and economic development, the struggle between the French and the English for the possession of North America, the causes and progress of the Revolutionary War, the formation of the Constitution, and the rise of political parties.

Three hours. First semester. Elective for Juniors. Professor Gould.

8. American History, 1800 to the present time. Attention is centered upon the growth of nationality, upon the political phase of the controversy over slavery, upon the Civil War and Reconstruction, and upon the more important features of recent American History. Course 7 must precede course 8.

Three hours. Second semester. Elective for Juniors.

Professor Gould.

9. Europe in the Nineteenth Century. Mainly political, introductory to European politics of the present day. A preliminary study is made of the characteristic features of the Ancient Regime and of the French Revolutionary and Napoleon periods.

Three hours. First semester. Elective for Juniors and Seniors.

Professor Gould.

10. The Teaching of History. A study of the problems of secondary instruction with particular reference to history. Lectures on the place of history, the selection

and use of text-books and other aids to historical instruction. Lesson plans and the results of observation of actual teaching will be discussed. The teaching of civics will receive some attention. This course is open to students who have had a minor in history.

Three hours. Second semester.

[Omitted in 1912-1913.]

Professor Gould.

11. The Protestant Reformation. A detailed study of religious life in Germany, France, and England immediately following the work of Martin Luther. This course presupposes an acquaintance with the Beginnings of Christianity and with the Mediæval Church.

Three hours. First semester. Elective for Juniors.

Professor Purinton.

12. The French Revolution. This course considers the conditions in the Church that hastened the Revolution; the critics of the religious life of the times like Voltaire; the changes in the church brought about by the Revolution; the necessity of religion in national life as illustrated by the events of the time; the effect of the Revolution on modern philosophical and religious thought.

Three hours. Second semester. Elective for Juniors. Professor Purinton.

### XIII. HOUSEHOLD ECONOMY

A department in Household Economy was opened in 1911. The purpose is to deepen interest in Woman's Work by directing those who are becoming intellectual women to their special contribution to civilization in the home problems of the nation, the city, the town, the insti-

tution, or the private home. Its trend is cultural rather than vocational, as best fitted to the Academic College.

I. The plan is presented this year in two courses. This, required of all Sophomore women, is in

#### BACTERIOLOGY AND SANITATION

This course aims at making the student a more effective member of the home and of the community through an appreciative acquaintance with approved modern methods of household and municipal sanitary administration.

Part I, Bacteriology, deals with the place of the microscopic fungi in nature, and with the structure, life history, and vital activities of yeasts, molds, and various types of bacteria. This study makes possible an understanding of the principles that govern growth and reproduction.

One hour. First semester. Required of Sophomores.

Part II, Sanitation, applies these principles to the problems of personal, household, and municipal cleanliness; the construction and care of storage facilities; care, inspection, and sale of food supplies; construction and care of sanitary appliances; drainage; the disposal of wastes; disease, infection, immunity; the sick room; care of the public health, etc. Illustrations are taken from examples of progressive municipal sanitary practice. The place of bacteria in the industries, and their relation to the fertility of the soil are also briefly discussed. Lectures, papers, discussions.

One hour. Second semester. Required of Sophomores.

II. There has been offered this year a course in Household Management, elective for Juniors and Seniors. In this course is discussed the wise division of the income



for different needs; for food, housing, educational opportunities, amusements, social betterment, together with questions of marketing, selection of meats, etc., for greatest economy and nutrition, of diet for sick and well, of choice of architecture for home, location, lighting, ventilation, of furnishings for utility and beauty, and economy and suitability in clothes.

#### XIV. LATIN

Latin is offered throughout the four years, three hours a week, except in Latin 4a. The courses for Juniors and Seniors are given in alternate years, and are open to both classes.

The courses of study in this department have been arranged with the belief that an acquaintance with Latin literature is an essential of real culture. An effort is made to cultivate the ability to read Latin easily and at sight, to secure grace in translation, an appreciation of the literary worth of the author, and a clear mental picture of the life and times in which each wrote.

Students intending to devote themselves to the teaching of Latin are advised to pursue the study of Latin for at least three years, and of Greek for at least two.

1. Livy: Burton's Selections.

Three hours. First semester. Required of Freshmen that offer Advanced Latin for admission and are candidates for the degree of Bachelor of Arts.

2. Horace: Odes, Epodes, and *Carmen Saeculare*.

Three hours. Second semester. Required of Freshmen that have taken Latin I and are candidates for the degree of Bachelor of Arts.

3. Cicero: *De Senectute*, *De Amicitia*, and Tusculan Disputations, Book I.

Three hours. First semester. Elective for Sophomores.

4. Latin Comedy: Two plays of Plautus, and one of Terence.

Three hours. Second semester. Elective for Sophomores.

4a. Latin Composition. This course is designed to meet the needs of students that expect to teach Latin.

One hour. Through the year. Elective for Sophomores.

[5. Juvenal: Selected Satires. Martial: Selected Epigrams.

Three hours. First semester.

Elective for Juniors and Seniors that have completed at least one elective course. Not offered in 1912-1913.]

[6. Tacitus: Selections.

Three hours. Second semester.

Elective for Juniors and Seniors that have completed at least two elective courses. Not offered in 1912-1913.]

7. Pliny the Younger: Selected Letters. Tibullus, Propertius, and Ovid: Selected Elegies.

Three hours. First semester. Elective for Juniors and Seniors that have completed at least one elective course.

8. Horace: Selected Satires and Epistles.

Three hours. Second semester. Elective for Juniors and Seniors that have completed at least two elective courses.

## XV. MATHEMATICS

1. Algebra and Solid Geometry. Ratio and proportion, variation, series, binomial theorem, undetermined coefficients, logarithms, permutations and combinations, continued fractions, theory of equation, graphic algebra. Metzler, Roe and Bullard's College Algebra. This portion of the work closes before the holiday vacation, and

the remainder of the semester is given to solid geometry, which includes polyhedral angles, the various solids bounded by planes, the cone, the cylinder, and the sphere. This course includes a large amount of original work in demonstration and computation. Phillips and Fisher's Elements of Geometry.

Three hours. First semester. Required of all Freshmen.

2. Solid Geometry and Trigonometry. Plane Trigonometry with problems and applications. Phillips and Strong's Trigonometry.

Three hours. Second semester. Required of all Freshmen.

3. Spherical Trigonometry, Surveying and Plane Analytic Geometry. This is a continuation of Course 2, with problems and applications to astronomy. This portion of the work closes the fourth week and the remainder of the time before the holiday recess is given to surveying which includes the theory of chain, compass, and transit surveying, leveling, the adjustment and use of instruments, computation of area, and scale drawings. Hodgman's Land Surveying. The remainder of the term is given to Plane Analytical Geometry. A study of the point and line. Tanner and Allen's Analytic Geometry.

Three hours. First semester. Elective for Sophomores.

4. Analytic Geometry. A continuation of course 5. The circle and transformation of co-ordinates, conic sections, equation of second degree, elements of solid analytic geometry.

Three hours. Second semester. Elective for students that have taken Course 3.

5. Differential Calculus. Differentiation of algebraic and transcendental functions with application to problems, change of the variables in derivatives, maxima and minima of functions of two or more independent variables, curve tracing, envelopes. Osborne's Differential and Integral Calculus.

Three hours. First semester. Elective for students that have taken courses 3 and 4.

6. Integral Calculus. Various methods of integration with applications.

Three hours. Second semester. Elective for students that have taken the previous courses.

7. Integral Calculus completed and Differential Equations. Integration as a summation, successive integration, surface, volume and moment of inertia of any solid, centre of gravity, pressure of fluids, force of attraction. This portion of the work closes with the tenth week of the first semester and the remainder of the semester is given to Differential Equations (Elementary course). Solution of ordinary and partial differential equations with applications to geometry and physics. Campbell's Differential Equations.

Three hours. First semester. Elective for students that have taken courses 3 to 6 inclusive.

8a. Differential Equations completed. This is a continuation of course 7 and closes before the spring vacation.

8b. Determinants and Theory of Equations. This course is devoted to determinants, complex quantities, properties of polynomials, general properties of equations, symmetric functions, limits and separations of the roots of an equation, elimination and solution of numerical equations. Barton's Theory of Equations.

Three hours. Last eleven weeks of the second semester. Elective for Seniors.

## XVI. ORATORY AND VOICE CULTURE

1. The study and development of elemental thought processes as related to Vocal Expression. Attention. Sequence of Ideas. Conception.

Vocal Training. Correct method of breathing. Openness of tone passage. Preparatory actions for speech. Ease, freedom, and openness in tone production. The study of articulation, enunciation, and pronunciation.

One hour. Second semester. Required of Freshmen.

Prize Speaking, in which every member of the Freshman Class is prepared by special instruction and drill, and in which the principles studied in class are applied to public speaking.

2. The development of the Logical Instinct in speaking. The study of Emphasis and its various forms of expression. Inflection. Change of Pitch. Pause. Antithesis. Subordination. Movement. Force.

Vocal Training, to secure control of breath and elasticity of tone.

One hour. First semester. Required of Sophomores.

Prize Speaking, in which every member of the Sophomore Class is prepared by special instruction and drill.

3. The study of the Elements of Naturalness in speech. Work in conversation, narration, description, and extempore speaking to develop naturalness in speech form.

Vocal Training, continued to develop agility and ease.

One hour. First semester. Elective for Juniors.

Special training for students competing for the Junior Exhibition.

4. Development of the Dramatic Instinct. Study of a Shakespearian play and short scenes from the old comedies.

One hour. Second semester. Elective for Seniors.

5. Study of the different forms of Oratory. Work on examples of each style, with training in gesture and attitude, as related to public speaking.

One hour. First semester. Elective for Seniors.

6. Class in Methods of Teaching Elocution and Oratory designed to aid those who may have to coach students in Prize Speaking contests and Graduating parts.

One hour. Second semester. Elective for Seniors.

## XVII. PHILOSOPHY

1. Christian Ethics. The aim of this course is to derive from the life and teachings of Christ the ideals and principles that are permanently applicable to human conduct, and to show their relations to the problems of individual character and of social progress presented in the life of to-day. The Bible and Stalker's "Life of Christ" are used as text-books. There is a constant endeavor to make the work practical. To this end, topics requiring special reading are assigned, essays and discussions are prescribed, and occasional talks and lectures are given.

One hour. First semester. Required of Freshmen.

2. Psychology. A general, introductory study of the principles of mental activity. So far as possible mental life is studied in relation to neural conditions. The nature and processes of the various orders of sensation are exemplified from every day experiences. It is the constant aim to translate principles into facts; to explain abstractions by particular instances; simple experiments for determining reaction time for the different senses are introduced. Each student selects from a prescribed list certain habits to form and carefully notes and records the



results. The tests and examinations are given for the purpose of determining how far the knowledge gained can be applied.

The text-book is supplemented by talks, informal lectures, and required reading. The student is encouraged to compare the authorities consulted with the conclusions that he derives from introspection; and an attempt is made, especially in the study of Attention, Association, Imagination, and Memory, to discuss and compare differences in mental individuality. So far as practicable, Psychology is made to shed light on the problems of Education and to yield practical suggestions to teachers. In the consideration of the Instincts, the Emotions, and the Will, the work is conducted largely from the ethical as well as the pedagogical point of view.

Three hours. Second semester. Required of Juniors; elective for Sophomores.

3. Advanced Psychology. A more intensive study of some of the mental phenomena treated only cursorily in Course 2, and an examination of many there altogether omitted. Of the latter, mention may be made of some aspects of Comparative Psychology, Hypnotism and Suggestion, Social Psychology, and of Genetic Psychology, so far as this throws light upon the problems of education.

Three hours. First semester. Elective for those who have had Course 2.

4. Philosophy. A general, introductory course designed to acquaint the student with some of the fundamental problems of thought as they have developed historically, and with the grounds for their solution. The first part of the semester is given to an examination of some of the modern systems from Descartes to Hegel. The latter half of the semester is devoted to a discussion

of these same problems of thought as they are approached by later thinkers, coming down to an examination of Pragmatism and other present currents of opinion.

Three hours. First semester. Elective for Seniors, and for Juniors who have had Course 2.

5. Ethics. A study of various ethical theories with a view to finding a satisfactory basis for both civic and personal morality. The influence of Evolution upon Ethical Theory will be discussed and the metaphysical implicates of Ethics examined. The text will be supplemented by required reading, reports and informal discussions.

Three hours. Second semester. Elective for Seniors.

6. Logic. This course is designed not merely to acquaint the student with the principles of formal logic, but to enable him to utilize the knowledge gained in analyzing and evaluating argument. Theory is not disregarded, but practical value is made paramount. By actual practice in detecting fallacies the student is put upon his guard against error both in his own thinking and in the thought of others. Deduction and Induction are each studied in this way, especial attention being given to their application to argumentation.

Three hours. Second semester. Elective for Seniors and Juniors.

#### EDUCATION

The purpose of the following courses in Education is twofold: First, to acquaint the student with the general nature, function, and importance of education as one of the institutions of society for its own development; second, to give the student a clear conception of the educative process psychologically considered, and to help him to develop from such knowledge the principles of classroom methods and management. Theory is emphasized

for the sake of breadth of view and perspective, though always with the understanding that the fruit of theory is correct and effective practice. The courses are designed to cover the requirements of the various States for work in this department.

1. History and Philosophy of Education. The course begins with a study of the educational practices of some of the nations of antiquity and of the Orient with a view to discovering how far and in what way their national characteristics have been shaped by their educational methods. Following this, the development of the occidental conception of education is traced down through the dominating ideas of the mediæval world and in the theories of modern reformers from Rousseau to Spencer.

The Philosophy of Education is designed to give the student a clearer and a broader conception of the nature and importance of education as a function of society, and of its value for the individual.

Three hours. First semester. Elective for Seniors.

2. Methods and Management. A study of the principles of mental growth and the concrete application of such knowledge to the special problems of the teacher. Such practical subjects as The Formal Steps in the Recitation, the Study Hour, Punishment, School Routine, etc., are made topics for extended reading and discussion.

Three hours. Second semester. Elective for Seniors.

#### XVIII. FINE ARTS

1, 2. The Development of Italian Painting.

This course is a study in the interpretation of painting and is designed to give the student an intelligent basis for appreciating representative works. Two hundred photographs of famous paintings are owned by every student.

Through preparation of references and by lectures these are connected into a chain of development of art principles. These include the efforts of Giotto, Fra Angelico, etc., who without scientific knowledge strove to depict both the world about them and the world of imagination; of Masaccio and the scientific painters, who solved problems of anatomy, perspective, foreshortening, proportion, light, shade, atmosphere, height, depth, composition, and color; and through Piero della Francesca, Montegna, Perugino, and Botticelli made possible the great work of Leonardo da Vinci, Michael Angelo, Giorgione, Titian, Correggio, Tintoretto, Veronese, and Guido Reni.

Principles of correct judgment are emphasized throughout the course.

Three hours. First and second semesters. Elective for Seniors and Juniors.

3, 4. The Development of Flemish, German and Dutch, Spanish, French and English painting forms the course for 1912-13. Two hundred and fifty pictures are in the possession of every student and form the basis for study. Knowledge of the artists, countries, cities, and galleries is gained from reference books in the library and from class discussion. Illustrative material is also furnished by collections loaned to the College and by lantern slides from Anderson of Rome and Braun of Paris.

#### THE ART GALLERY

In the skylight room at the top of Carnegie Hall an art gallery has been arranged. A full set of the Medici prints has been exhibited through the courtesy of Foster Brothers of Boston. Other exhibitions of prints, photographs, and paintings will follow and a permanent collection will be gradually selected.

For this growing collection, a home in an art building for the purpose is needed.

## XIX. PHYSICS

1. Elementary Mechanics and Heat. Recitations, with special attention to the solution and discussion of numerous practical problems, and laboratory work in precise measurements.

Three recitations and one laboratory period per week. Second semester. Required of Freshmen who are candidates for the B. S. degree.

2. Elementary Light and Sound. A continuation of course 1.

Two recitations and one laboratory period per week. First semester. Required of Sophomores who are candidates for the B. S. degree.

3. Elementary Electricity and Magnetism. A continuation of course 2.

Two recitations and one laboratory period per week. Second semester. Required of Sophomores who are candidates for the B.S. degree.

4, 5. General Physics. A course for students intending to take the A. B. degree and teach Physics in a High School. This course will emphasize the cultural rather than the technical side of the subject. It will comprise recitations and laboratory work with lecture table experiments.

Two recitations and one laboratory period per week. First and second semesters. Elective for Sophomores.

6, 7. General Physics (advanced course). A continuation of course 5.

Two recitations and one laboratory period per week. First and second semesters. Elective for Juniors who have completed 4, 5.

8. Direct Currents. Recitations, lectures, and practical problems in modern engineering practice.

Three hours per week. First semester. Elective for Juniors who have completed 1, 2, 3.

9. Alternating Currents. A continuation of course 8. Three hours per week. Second semester. Elective for students who have completed 8.

10. Electrical Laboratory. Advanced experiments in Electricity and Magnetism, including technical and precise measurements, photometry, standardization of instruments, construction of apparatus, etc.

One period per week. First and second semesters. Elective for students taking 8, 9.

11, 12. Analytical Mechanics.

Three recitations per week. First and second semesters. Elective for Seniors who have studied Calculus.

#### MECHANICAL DRAWING

The courses in drawing are designed to meet the requirements of students intending to study either civil, mechanical, or electrical engineering. The work is made as practical as possible.

1, 2. Mechanical Drawing. The use of instruments. Geometrical problems and projection. Simple mechanical details. Introductory to all courses in drawing. Three periods per week. First and second semesters of Freshman year.

3. Descriptive Geometry. Recitations and drawing. A continuation of course 1. Three periods per week. First semester of Sophomore year.

4. Machine Drawing. Elementary course. Three periods per week. Second semester of Sophomore year.

5. Topographical Drawing. Three periods per week. Second semester of Sophomore year.

#### XX. SOCIOLOGY

1. Sociology. This course will include a study of the theories of social progress, a consideration of the factors and forces which have held society together and



resulted in its development and of the leading social institutions in their relation to social well being.

Three hours. First semester. Elective for Seniors.

2. Applied Sociology. A discussion of certain social problems of modern life, with reference, on the one hand, to biologic and economic causes and, on the other hand, to policies and agencies directed toward the improvement of existing conditions. Course 1 must precede Course 2.

Three hours. Second semester. Elective for Seniors.

## XXI. SPANISH

1, 2. Elements of Spanish.

Through the year. Three hours. Elective for Juniors and Seniors and, by permission of the Registration Committee, for Sophomores.

[3, 4. Advanced readings in Spanish. Through the year. Three hours. Not offered in 1912-1913.]

## XXII. HYGIENE AND PHYSICAL EDUCATION FOR MEN

### HYGIENE

The Director of Physical Training gives each young man entering the Freshman Class a thorough physical examination during the first term of his attendance at College. From the measurements and strength tests taken, a chart is made out for each student, showing his size, strength, and symmetry, in comparison with the normal standard, and also what parts of the body are defective either in strength or development. A handbook containing the exercises prescribed for the correction of any physical defects shown by his chart, and giving specific directions in regard to diet and bathing, is furnished each student.

When any student is found defective in vision, he receives from one of the college oculists the specific treatment that his case may require.

## Oculists

ANSON A. COBB, M.D.,  
236 Main Street, Auburn

CHARLES E. NORTON, M.D.,  
118 Lisbon Street

W. J. PENNELL, A.M., M.D.,  
223 Main Street, Auburn

FREDERICK S. WAKEFIELD, A.B., M.D.,  
342 Main Street

GEORGE P. EMMONS, A.M., M.D.,  
147 Lisbon Street

1, 2. Hygiene. A course of practical lectures dealing with certain phases of personal hygiene: ways and means of securing and conserving health; habits; causes of disease; carriers of disease; defences against disease.

One hour. First and second semesters. Required of Sophomores.

## PHYSICAL TRAINING

1. Class exercises: Military drill, setting-up exercises, and Indian-club swinging. Squad exercises (graded to suit the strength of each division): Basketball, indoor athletics, chest-weights, developing appliances, bar, rings, etc. From the first of November to the first of April. Required of Freshmen.

2. Class exercises: Setting-up exercises, dumb-bell drill. Squad exercises: Boxing, wrestling, and heavy gymnastics, basketball, bowling, indoor athletics. Required of Sophomores.

3. Class exercises: Setting-up exercises, fencing with single sticks and with broad-swords. Squad exercises: Basketball, indoor athletics, heavy gymnastics. Required of Juniors.

### HYGIENE AND PHYSICAL EDUCATION FOR WOMEN

The aim of this department is to enable each student to acquire and maintain that degree of health and of physical development that is essential to her highest mental, moral, and spiritual attainments. The work includes a study of the laws governing the health of the body and the practical application of some of the most fundamental of these through physical training.

This consists of out-door exercise in the fall and spring, and in-door gymnasium work from November till the spring recess.

The out-door exercises are taken in the form of athletic sports and games, as field-hockey, tennis, baseball, and cross-country walking. The ultimate aim of this part of the work is to develop in each student such a keen interest in open air sports and games as will ensure their pursuit in after-life.

The in-door exercises are taken in the form of gymnastics, games, and æsthetic movements.

The gymnastic work is based upon the Swedish system, and consists of free-hand floor work and light apparatus work especially adapted to women. These exercises aim to secure the hygienic effects of exercise, through a complete and powerful use of all the large groups of muscles of the body, to prevent and correct faulty posture, and to increase the power of co-ordination and the control of bodily movements. The educational value of the work is greatly increased by the playing of such games as basketball, captain-ball, volley-ball, and others, and by the use of fancy steps and Gilbert æsthetic movements. The latter train especially the sense of rhythm and the power of co-ordination, and tend to give grace and ease of movement and bearing, accompanied by increased endurance.

The physical condition of each young woman entering the Freshman class is ascertained by means of a physical examination, which includes measurements and strength tests and a thorough examination of the heart and lungs. At the end of the year, and at certain intervals during the remainder of the college course, this examination is repeated, thus making possible, through comparison with previous records, the showing of any increase in strength and development. When necessary, special corrective work is prescribed and done under the personal supervision of the director.

Three hours a week, through the year.

Required of Freshmen, Sophomores and Juniors.  
Elective for Seniors.

# Outline of Studies

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The figure preceding a subject indicates the number of the course in that study as explained on pages 41 to 85. The figure following a subject indicates the number of exercises per week. Electives are italicized. The left-hand column in the Freshman year shows the arrangement of courses for students who are candidates for the A.B. degree; the right-hand column, the arrangement for candidates for the B.S. degree. Subjects in square [ ] are not offered in 1912-1913.

## FRESHMAN YEAR

### First Term

A.B.		B.S.	
1	Christian Ethics	1 1	Christian Ethics
1	English	3 1	English
1, 3	French or	1, 3	French or
1, 3	German	1, 3	German
1	Greek (for students presenting Greek)	1	Mathematics
3		1	Physiology
1	Latin	1	Mechanical Draw- ing
1	Mathematics		
1	<i>a Greek</i>	1	<i>Ornithology</i>
1	<i>Mechanical Drawing</i>		
1	<i>Ornithology</i>		
1	<i>Physiology</i>		

## Second Term

2	English	3	2	English	3
2, 4	French or	3	2, 4	French or	3
2, 4	German	3	2, 4	German	3
2	Greek	3	2	Mathematics	3
2	Latin	3	1	Oratory	1
2	Mathematics	3	1	Physics	3
1	Oratory	1	1	<i>Biblical Literature</i>	3
1	<i>Biblical Literature</i>	3	1	<i>Botany</i>	3
1	<i>Botany</i>	3	[2	<i>Botany</i>	3]
[2	<i>Botany</i>	3]	3	<i>History</i>	3
2	<i>a Greek</i>	3	2	<i>Mechanical Draw-</i>	
3	<i>History</i>	3		<i>ing</i>	3
2	<i>Mechanical Draw-</i>		2	<i>Ornithology</i>	1
	<i>ing</i>	3			
2	<i>Ornithology</i>	1			

## SOPHOMORE YEAR

For differences between the A.B. and B.S. courses after the Freshman year consult Major and Minor Requirements on page 92.

## First Term

1	*Bacteriology	1	3	<i>German</i>	3
3	English	3	3	<i>Greek</i>	3
1	German	3	3	<i>a Greek</i>	3
1	**Hygiene	1	[5	<i>Greek</i>	3]
2	Oratory	1	[8	<i>Greek</i>	1]
2	Physics (B.S.)	3	1, 5	<i>History</i>	3
2	<i>Oriental History</i>	3	3	<i>Latin</i>	3
1	<i>Chemistry</i>	3	4	<i>a Latin</i>	1
3	<i>Descriptive Geom-</i>		3	<i>Mathematics</i>	3
	<i>etry</i>	3	4	<i>Physics (A.B)</i>	3
[1	<i>Economics</i>	3]	1	<i>Spanish</i>	3
5	<i>French</i>	3	1	<i>Zoology</i>	3

\*Required of women.

\*\*Required of men.



## Second Term

4	English	3	[6	Greek	3]
2	German	3	[9	Greek	1]
2	**Hygiene	1	2, 6	History	3
3	Physics (B.S.)	3	4	Latin	3
2	*Sanitation	1	4	a, Latin	1
2	Chemistry	3	4	Mathematics	3
3	Oriental History	3	5	Physics (A.B.)	3
1	Botany	3	2	Psychology	3
[2	Botany	3]	2	Spanish	3
[2, 3	Economics	3]	4	Machine Drawing	3
6	French	3	5	Topographical	
4	German	3		Drawing	3
4	Greek	3	2	Zoology	3
4	a Greek	3			

\*Required of women.

\*\*Required of men.

## JUNIOR YEAR

## First Term

6	English	4	[8	Greek	1]
1	Astronomy	3	6	Hebrew	3
4	Biblical Literature	3	7, 9, 11,	History	3
3	Chemistry	3	1	*Household Man-	
[1	Economics	3]		agement	1
5	English	3	[5	Latin	3]
3	Fine Arts	3	7	Latin	3
5, 7, 9, 13, 15	French	3	5	Mathematics	3
1, 3	Geology	3	3	Oratory	1
5, 9	German	3	4	Philosophy	3
3, 7	Greek	3	6, 8	Physics	3
[5	Greek	3]	10	Physics	1
			3	Psychology	3
			1	Spanish	3
			3	Zoology	3

\*Elective for women.

## Second Term

2 Psychology	3	[9 Greek	1]
2 Astronomy	3	7 Hebrew	3
5 Biblical Literature	3	8, 12 History	3
4 Chemistry	3	2 *Household Man-	
9 Chemistry	1	agement	1
[2, 3 Economics	3]	[6 Latin	3]
7 English	4	8 Latin	3
4 Fine Arts	3	6 Mathematics	3
6, 8, 10, 14, 16 French	3	6 Logic	3
2, 4 Geology	3	7, 9 Physics	3
6, 10 German	3	10 Physics	1
4 Greek	3	2 Spanish	3
[6 Greek	3]	3 Spanish	3
		4 Zoology	3

¶ \*Elective for women.

## SENIOR YEAR

## First Term

1 Astronomy	3	[1 Government	3]
5 Chemistry	3	7 Greek	3
7 and 8 Chemistry	2	[8 Greek	1]
[1 Economics	3]	6, 8 Hebrew	3
1 Education	3	8 History	3
5 English	3	10 History of Religion	3
8 English	4	1 *Household Man-	
3 Fine Arts	3	agement	1
5, 7, 9, 13, 15, French	3	[5 Latin	3]
1, 3 Geology	3	7 Latin	3
7 German	3	7 Mathematics	3
13 German	1	5 Oratory	1
		4 Philosophy	3
		3 Psychology	3
		11 Physics	3
		1 Spanish	3
		5, 7 Zoology	3

\*Elective for women.

## Second Term

2 <i>Astronomy</i>	3	8 <i>Latin</i>	3
6 <i>Chemistry</i>	3	6 <i>Logic</i>	3
9 <i>Chemistry</i>	1	8 <i>Mathematics</i>	3
10, 11 <i>Chemistry</i>	2	4, 6 <i>Oratory</i>	1
[2, 3 <i>Economics</i>	3]	5 <i>Philosophy</i>	3
2 <i>Education</i>	3	11 <i>Philosophy of Relig-</i>	
9 <i>English</i>	4	<i>ion</i>	3
4 <i>Fine Arts</i>	3	12 <i>Physics</i>	3
10 <i>English</i>	1	2 <i>Spanish</i>	3
6, 8, 10, 14, 16 <i>French</i>	3	3 <i>Spanish</i>	3
2, 4 <i>Geology</i>	3	6, 8 <i>Zoology</i>	3
8 <i>German</i>	3		
14 <i>German</i>	1		
[2 <i>Government</i>	3]		
[9 <i>Greek</i>	1]		
7, 9 <i>Hebrew</i>	3		
2 <i>*Household Man-</i>			
<i>agement</i>	1		
[6 <i>Latin</i>	3]		

\* Elective for women.

After the first semester of the Freshman year students elect subjects enough to make not less than 15 hours per week (16 including Oratory), and not more than 19, except by special permission.

The courses of instruction offered lead to the degree of Bachelor of Arts or Bachelor of Science.

The different departments of instruction are arranged under three groups: I, Languages; II, Philosophy (including History and the Social Sciences); and III, Sciences (including Mathematics).

## GROUP ARRANGEMENT OF STUDIES

GROUP I	GROUP II	GROUP III
<i>Languages</i>	<i>Philosophy</i>	<i>Sciences</i>
English	Christian Literature	Astronomy
French	Economics	Botany
German	Education	Chemistry
Greek	Ethics	Engineering
Hebrew	Fine Arts	Geology
Latin	Government	Mathematics
Spanish	History	Ornithology
	Oriental Literature	Physics
	Philosophy	Physiology
	Psychology	Zoology

### MAJORS AND MINORS

All candidates for degrees are required to make their selections with reference to major and minor subjects.

A major subject is one which is pursued at least three hours per week for three consecutive years, or consists of nine three-hour courses of definitely related subjects. The following are the major subjects available according to the present schedule: English, French, German, Greek, Latin, Biblical Literature, History, Philosophy (including Education and Fine Arts), Biology, Chemistry, Geology-Astronomy, Mathematics, and Physics.

A minor subject is one which is pursued at least three hours per week for two consecutive years, or consists of six three-hour courses of definitely related subjects, and may be pursued in any of the subjects possible for majors. In certain other cases, by arrangement with the Committee on Curriculum, a major or a minor study may be made up by a combination of related courses from different departments.

### REQUIREMENTS

A candidate for the degree of Bachelor of Arts must complete before graduation a major subject in Group I or II, and a minor subject, beginning after the Freshman year, in each of the other Groups. A candidate for the degree of Bachelor of Science must complete before graduation a major and a minor subject in Group III, and a minor in each of the other Groups.

In complying with the above conditions, subjects indicated as required in the "Outline of Studies" may count equally with electives. A student in making his selections for the Junior year should indicate in which Group he intends to secure his Major, and in making his selections for the Senior year should indicate the Depart-

ments in which he intends to secure his Major and his Minors.

#### REGISTRATION

The committee on registration is in session on the first day of each term, and all students are required to register at that time unless previously excused. Students failing to comply with the above requirement are charged one dollar for subsequent registration, and this sum will be collected with their term bills.

#### HONORS

The method of awarding honors and assigning Commencement parts is as follows: Six honors, three to young men and three to young women, are awarded for Scholarship in each of the three general Groups as given under the Group Arrangement of Studies.

From the eighteen persons receiving these honors eight are selected to deliver Commencement parts.



## LABORATORIES

### CHEMICAL

On the first floor of the Hedge Laboratory are the chemical lecture room, with rooms adjoining for chemicals and apparatus, and a class laboratory room fitted up with tables and sinks sufficient to accommodate thirty-two students. The large laboratory room for qualitative analysis occupies the most of the second floor. It is well lighted, thoroughly ventilated, and conveniently fitted with sinks, hoods, and tables sufficient to accommodate seventy-three students. Adjoining this room are the weighing and apparatus rooms and the private laboratory of the professor. The removal of the coal bins and steam boiler from the basement of this building made it possible to use the whole of that floor for stock and laboratory rooms. Excellent accommodation has thus been provided for ninety-seven additional students.

The arrangement and appliances of the whole building are in accordance with most approved plans of modern laboratories.

For other laboratories, see description of Carnegie Science Hall, on page 113.

**CABINETS****BOTANICAL**

The nucleus of the Herbarium was gathered many years ago by an enthusiastic botanist, the late Dr. Aaron Young. It contained a representative collection of New England plants. Many of the Maine specimens were gathered during the State Geological Survey, conducted by the late Dr. Charles T. Jackson. The plants chiefly used now, however, in identifying species, constituted the herbarium of the late President Chadbourne of Williams College.

Of this, Dr. O. R. Willis, a distinguished botanist of New York, has said: "It is one of the best working herbariums I have ever examined." Beside its collection of New England plants, including the grasses, sedges, ferns, etc.—in all about two thousand specimens—it has several groups of ferns from other countries, also fairly complete collections of mosses and lichens, named by the highest authorities, and more than a thousand fungi. There are collections of the plants of New Jersey, Tennessee, and Florida, also from several foreign countries, illustrating the identity of many families in Europe and America. There are, also, collections from Greenland, Labrador, and the tropics, and mountain flora from the Rocky Mountains, the White Mountains, and the Alps. There are, besides, some fifteen hundred duplicates. All these collections are in cabinets of the most approved construction.

**GEOLOGICAL**

The collections of minerals, ores, rocks and fossils are temporarily stored in the geological laboratory and the basement of Coram Library. All these collections are undergoing revision and reclassification, and will be

suitably arranged for use of the students. Educational value is the primary consideration. The common minerals and rocks, and many of rare occurrence are well represented by typical specimens. Additions, both local and foreign, are being constantly added.

### ORNITHOLOGICAL

The ornithological collection contains mounted specimens of nearly all the New England birds, beside many from other parts of the United States and from foreign countries. In all there are about one thousand specimens.

### LIBRARIES

The number of volumes in the different libraries is as follows:

College Library (exclusive of pamphlets),	*32,433
Divinity School Library,	6,162
Total,	<hr/> 38,595

The college library has been selected with special reference to the needs of the several departments. It is composed mainly of modern publications, and contains many important works of reference.

Special funds from which income for the purchase of books is derived are the following:—

The Benjamin E. Bates Library Fund, founded in 1906, by a gift of \$10,000 from Mr. Clement S. Houghton of Boston. This fund was given in memory of Benjamin E. Bates, the son of the Benjamin E. Bates whose name the college bears, and himself for twelve

\*This includes about 600 volumes donated by the Polymnian Society, and an equal number donated by the Eurosophian Society.

years a devoted and efficient member of the Board of Fellows of the Institution. The income of this fund is expended in the purchase of works upon History, Economics, Sociology and Mathematics—subjects in which Mr. Bates was much interested.

The Stephen and Mary Stickney Library Fund was established in 1909 by a legacy of \$7,000 from Mrs. Mary M. S. Spaulding in memory of her parents.

Considering the expense involved in purchasing books most necessary to keep the library abreast of the times, the generous aid of friends of the College is invited to the establishment of new funds.

#### UNIVERSITY EXTENSION

Members of the Faculty are prepared to give lectures upon subjects in Science, Literature, Philosophy, History, Economics, Sociology, Pedagogy, and Art. Particulars can be learned by correspondence with the President, or the Secretary of the Faculty.

#### APPLIANCES FOR PHYSICAL TRAINING

The Gymnasium is steam heated and equipped with the apparatus necessary for the thorough and systematic training and development of the human body. This apparatus is new and of the most approved modern pattern. In the basement of the Gymnasium are a pair of excellent bowling alleys; also convenient bathrooms, provided with lockers, hot and cold water, dip baths, shower baths, etc.

The women's dormitory contains a gymnasium sixty by forty feet long and twenty feet high. Adjoining the Gymnasium are the Director's office and the bath and locker room. The office is supplied with a set of anthropometrical apparatus; the bath and locker room contains

four shower baths and one hundred and fifty-six lockers. All the apparatus is new and of the latest pattern, selected and arranged for work that combines the best points of the different systems of physical training. The equipment includes a complete set of Swedish apparatus, developing appliances, foils, masks, jackets for fencing, Indian clubs, dumb-bells, barbells. The floor is arranged for indoor gymnastic games, such as indoor baseball and basketball. A new drinking fountain has been installed and sanitary towels are furnished.

Ten fine tennis courts offer abundant opportunity for this healthful game.

#### ATHLETIC FIELD

The Garcelon Athletic Field, named in honor of the late Alonzo Garcelon, M.D., of the original governing board of the College, is considered one of the best in New England. It has a tasteful and commodious Grand Stand, sufficient for all present needs. The field, surrounded by a fence, has an area of seven acres. It contains a quarter-mile track, a two hundred and twenty yard straight-away, take-offs for the jumps and pole vault, a football field, and a baseball diamond.

#### OUTDOOR RUNNING TRACK

The wooden Track is rectangular in shape with a straight-away course of 74 yards. The width of the Straight-away is ten feet. The rectangle is five feet in width with a course of twelve laps to the mile. The Track is located near the Gymnasium. It is of modern arrangement, and, undoubtedly, the best in the State of Maine.

#### HEALTH OF STUDENTS

The health of students is an object of constant care. Physical examinations are given each year and suitable

exercise is prescribed for each student. Lewiston has two of the best Hospitals in New England, and these are always open at special, reasonable rates to students requiring the services of skilful physicians or surgeons.

### RELIGIOUS EXERCISES

At the close of the first morning recitation each day all the students, with the Faculty, assemble in the chapel for prayer, reading of Scripture, and singing. The Students' Christian Associations—Young Men's and Young Women's—hold a union meeting once in two weeks in the Association room, from 6.30 to 7.15 o'clock. Every alternate Wednesday evening the Y. W. C. A. holds a religious service in Fiske Hall, from 6.30 to 7.15 P.M. The prayer-meetings of the Y. M. C. A. occur fortnightly on Wednesday evenings, alternating with the union meetings. Vesper service in Fiske room, Sunday.

The methods employed are successful in making the meetings varied, attractive, earnest, and spiritual. One meeting each month is devoted to some phase of missionary work. Distinguished speakers address the Y. M. C. A. meetings from time to time.

In addition to these, weekly class prayer-meetings are held and are usually well attended.

This year, for the first time, the College has a resident Graduate Y. M. C. A. Secretary.

Group classes of Sophomores and Freshmen have this year been organized under the leadership of Seniors and Juniors. Senior and Junior classes are under the direction of members of the Faculty.

The officers of the Y. M. C. A. have arranged for mission-study classes during the second semester.

The last Thursday in January is observed as "The Day of Prayer for Colleges," and is set apart entirely for



religious meetings. A sermon, to which the public is invited, is preached in the chapel at 10.00 A.M. It is hoped that Christian friends of the College generally will remember this day.

#### STUDENT ADVISERS

Near the beginning of the College year the young men of each class are divided into groups; and for each group some teacher acts as a special adviser. The attempt is made to assure to each student a true friend from whom in any perplexity or emergency he may freely ask counsel and aid. It is one of the cherished aims of the College to foster intimate and mutually helpful relations between teachers and students.

#### COLLEGE PUBLICATIONS

The *Bates Student* is published monthly under the direction of Editors and Managers selected from the Junior Class. The first number was issued in January, 1873.

The *Bates Bulletin*, published every three months, gives full information respecting the progress of the College. It will be sent to any address, upon application to the Registrar, for fifty cents a year.

#### LITERARY AND SCIENTIFIC SOCIETIES

The College has no secret societies. It is, doubtless, owing largely to this fact that all the students unite with an earnest and wholesome interest in the support of the three literary societies, the EUROSOPHIAN, POLYMNIAN, and PIAERIAN. Much systematic work is devoted to preparation for the weekly meetings, which are held on Friday evening, and are occasions not merely of social pleasure, but of most useful drill.

The programs contain assignments that encourage musical culture, literary criticism, essay writing, and debating.

The meetings afford thorough discipline in debate and in the proper conducting of deliberative assemblies, together with a stimulus to excellence in these attainments that to many is an educating force rarely found in college, and hardly second in utility to any department of the curriculum.

The Spofford Literary Club, composed of both young men and young women, has been organized recently, and its name and purpose constitute a choice tribute to the memory of the lamented Professor Spofford.

The Jordan Scientific Society, also recently organized, takes its name in honor of Dr. L. G. Jordan, Head of the Department of Chemistry. Its members are young men who find themselves eagerly interested in Science.

#### OTHER STUDENT BODIES

The Athletic Association is an organization of the men of the College for the promotion of physical training and of athletic sports.

The Women's Athletic Association is an organization of the women of the College for kindred purposes.

The young men maintain an Orchestra, a Glee Club, and a Mandolin Club; and the young women, a Glee Club and a Mandolin Club.

The Bates Prohibition League numbers in its membership a very large proportion of the students, men and women, and has organized under able leadership both for scientific study of the liquor problem and for aggressive practical work in the College and in the State.

No student organization of the College may incur any financial obligation, or make any contract involving mon-

etary consideration, without first obtaining the sanction of the President of the College, or of the proper Faculty committee under whose supervision the organization is placed. In the event of the contemplated formation of any such new organization, the President of the College must first be consulted; and, if permission be granted to effect such organization, he will advise the student representatives of the particular Faculty committee under whose supervision the organization is placed.

#### YEARLY EXPENSES FOR YOUNG MEN

Tuition for Instruction,	\$50.00	\$50.00
Tuition for General Privileges,	25.00	25.00
Room with Board,	123.00	to 153.00
Lights, laundry, books, etc.,	20.00	30.00
	<hr/>	<hr/>
	\$218.00	\$258.00

#### YEARLY EXPENSES FOR YOUNG WOMEN

Tuition for Instruction,	\$50.00	\$50.00
Tuition for General Privileges,	25.00	25.00
*Room with board,	173.00	to 191.00
Laundry, books, etc.,	15.00	25.00
	<hr/>	<hr/>
	\$263.00	\$291.00

Young women desiring information should address Dean Marianna Woodhull, Rand Hall, Bates College.

Students taking Laboratory courses in Chemistry, Physics, Biology, and Geology, are charged an additional fee varying from two to five dollars each semester, according to the nature and amount of the work.

\*A limited number of young women may obtain room with board for \$136.00 per year.

The Freshmen pay a fee of one dollar for their medical examination, chart, and hand-book.

Board in private families (laundry, fuel, etc., included), \$4.00 to \$5.00 per week. Rooms in private families, without board, can be obtained at reasonable prices.

Students are advised in regard to selecting their rooms and boarding places; and all students rooming in College buildings are held responsible for the rent of the rooms selected, unless other satisfactory arrangements are made with Professor George E. Ramsdell.

College Bills for the First Semester must be paid by November 15, and for the Second Semester by March 15. Students who are unable to pay their bills on, or before, the above dates must present their requests for extension of time for payment to the Assistant Treasurer before the date on which the bills are due. The Assistant Treasurer has authority to extend the time for payment for a period not exceeding two months. In exceptional cases, the payment of not more than one-half of the current bill may be postponed till the opening of the following semester. No extension can be granted to Seniors on the bills for the Second Semester. Students by leave of absence away from college on the above dates are required to settle their college bills within five days after their return. Students that fail to comply with the above requirements will be subject to an additional charge of one dollar for each week, or fraction thereof, elapsing after the regular dates of settlement.

Copies of Semester Bills are mailed to the parents or guardians of the students at the close of each semester.

Young men desiring information about rooms in the College dormitories should write to Professor George E. Ramsdell, 40 Mountain Avenue.

Young women desiring admission to Bates in the fall of 1913 should make application to the Registrar, Miss Elizabeth D. Chase, 16 Frye Street, not later than March 1, 1913. Each applicant is required to furnish a certificate of character and scholarship from her principal, a certificate of health equal to the demands of a college course from her physician, and a certificate of character and worth from her pastor. Not more than fifty applicants can be received in any one year. If practicable, the list of successful candidates will be announced about May 1.

#### EXAMINATIONS

Written examinations are given at the close of each Semester and at such other times as the instructors may determine.

#### RANK BILLS

These are sent to the parent or guardian of each student at the close of each semester.

#### DEGREES

The Bachelor's degree is conferred on all students that complete satisfactorily one hundred and twenty-two semester hours in the requisite courses. Each candidate for this degree must submit not later than May 15th of his Senior year a thesis of not less than one thousand words upon some subject representative of his accepted Major. His subject for this thesis must be selected from a list presented by the head of the department in which he has chosen his Major. Candidates are invited to submit subjects for the approval of those in charge of the lists.

It is understood that each list from which choices are to be made will be presented not later than Friday of the eleventh week of the first semester.

The Degree of Master of Arts is conferred on graduates of the College of at least three years' standing who have completed one year's graduate non-professional study or its equivalent. Either two or three subjects may be selected, with the advice and under the direction of the heads of the College departments. Evidence of proficiency is to be given by examinations and theses. Theses must be presented and fee paid as early as June 1st, and final examinations must be passed not later than ten days before the annual Commencement. The fee is \$10.00. Modifications of the foregoing conditions may be granted resident graduates. Further information on the subject may be obtained by writing to the Secretary.



## BUILDINGS

The College has fourteen buildings. These are kept in good repair and in the best sanitary condition. They are all heated by steam and lighted by electricity.

### HATHORN HALL

Hathorn Hall, a beautiful and substantial building of three stories, contains the College Chapel, ten lecture rooms, the President's and the Assistant Treasurer's offices, a large study and a cloak room for women students. Through the generosity of successive classes, nearly all the rooms in this building have been finished and furnished with excellent taste. Upon the completion of the stone Chapel now in process of erection, the large room that for more than forty-two years has been the place for daily student worship will be available, either for public meetings of students and for a lecture room or, when suitably divided and partitioned, for needed class rooms. Hathorn Hall takes its name from Seth and Mary Hathorn, of Woolwich, Me., who in the early history of the institution contributed generously toward its erection.

### A BATES CHAPEL

What has long been the most urgent need of the College, a suitable place for daily worship by Faculty and students, is at length about to be fully met. Through the wonderful generosity of a devout Christian woman the sum of \$60,000 was last January placed in the hands of the Treasurer of the College to ensure the erection of a worthy Chapel and the installment of an appropriate organ. To this amount \$5,000 has since been added. The building will be 125 feet in length and 55 feet in breadth.

It will afford seats for 900 persons, 800 upon the floor and 100 in the gallery. The latter will be at the front end of the building and above the main entrance. On exceptional occasions, such as Commencement, the seating capacity can be increased by utilizing the spacious chancel to more than one thousand. There will be two large rooms connecting directly with the chancel—one on each side. One of these rooms will be for the choir; the other for those officiating in the religious services. Each of the rooms will contain a lavatory. The organ will be placed directly over the choir room. Negotiations for an instrument worthy of the chapel and its sacred uses are now in progress. The building which is to be of granite, will be of Gothic design, after the order of the English collegiate chapel. The audience room will be open to the roof, thus disclosing its supporting timbers. There will be four towers, two at each end, in conformity to the general style of the architecture. The corner stone was laid with appropriate exercises on November 6. The Chapel will, beyond doubt, be ready for daily services by the opening of the next College year.

#### PARKER HALL

Parker Hall affords accommodations for about one hundred young men. It has recently been renovated and modernized. The floors throughout are of hardwood. The rooms are arranged in suites, each consisting of a study and a bedroom. A commodious and tastefully furnished reception room, ample shower baths and other sanitary arrangements, and convenient and tasteful student apartments, render this hall one of the most home-like and satisfactory college dormitories in New England. The baseball cage in the basement affords uninterrupted opportunities for practice in the winter and in

stormy weather. Parker Hall bears the name of the late Judge Parker of Farmington, one of the chief contributors for this, the second building erected upon the Campus. The immediate supervision and care of this building are entrusted to the Parker Hall Association, made up of the student occupants.

#### HEDGE LABORATORY

The building of the department of Chemistry is called Hedge Laboratory, in honor of the late Isaiah H. Hedge, M.D., of Waukon, Iowa, who furnished the means for its erection. It is a two-story building finely located and of attractive modern style. Important improvements in this building have recently been made by which its capacity has been increased considerably and the general conveniences much improved.

#### EAST HALL

East Hall is the large three-story brick building that for the last thirteen years has been used by the Departments of Biology and Physics. The completion of Carnegie Hall has left it available for dormitory purposes, and during the summer of 1912 it has been renovated, and in large part reconstructed. Its spacious, convenient, and attractive suites of rooms afford ample accommodations for fifty students. Most of the suites are occupied by young men of the Freshman class; thus meeting a need that had become urgent. Heated by steam, lighted by electricity, provided with shower baths and the most approved plumbing arrangements, it is one of our most attractive dormitories. On the first floor is a tasteful reception room with a piano and appropriate furniture. In the basement are the kitchen and storage rooms, two convenient and spacious dining rooms, with accommodations

for one hundred and fifty young men, and the living rooms of the chef and his family and the help. All the floors are of hardwood and every part of the building is sanitary and well lighted. No recent addition to the facilities offered by Bates is more thoroughly appreciated. Like the other dormitories occupied by young men East Hall is under the supervision of its own Student Association.

#### ROGER WILLIAMS HALL

Roger Williams Hall is an attractive and commodious three-story brick building erected by the late Lewis W. Anthony, Esq., of Providence, R. I. This hall, formerly devoted to the needs of Cobb Divinity School, is now used for college purposes. The first floor is occupied by a large lecture room, two recitation rooms, a special library, a reception room, and a reading room. The other floors are used for dormitory purposes. The student suites in this building are unusually tasteful and convenient. They accommodate between forty and fifty young men. This building is under the supervision of the Roger Williams Hall Association.

Could the special library be removed from this building, it would leave a large and attractive room available for social purposes—thus partially meeting a great and growing need. A gift of \$2,000 would assure this result by providing for the construction of an additional stack room in Coram Library.

A fund of \$5,000 has been given by Dr. Alfred W. Anthony and Miss Kate J. Anthony for the permanent upkeep of this building.

#### CORAM LIBRARY

Coram Library, dedicated in 1902 and named for Mr. Joseph A. Coram, of Lowell, Mass., who contributed

twenty thousand dollars towards its erection, is one of the most beautiful and best planned buildings of its kind. Its reading, reference, seminar, and stack rooms are models of taste and convenience. The furnishings throughout are of the most approved designs for modern libraries.

Individuals disposing of private libraries could find no better place in which to perpetuate the usefulness of rare and standard works. Adequately to provide for these would, however, require the construction of a second story stack room. The designs of the building include this. It would cost about \$2,000.

The library is classified according to the Dewey system; there is a dictionary card catalogue; access to the shelves is entirely unrestricted. Attention is given to helping the students in using the catalogue, reference books, and special bibliographies. Books selected by professors for special reading in connection with class work are reserved on shelves near the delivery desk.

The library is open during term time from 9 A.M. to 5.30 P.M., daily, except Sunday, and from 7 P.M. to 9 P.M. on Monday, Tuesday, Wednesday, and Thursday.

One of the largest rooms has been reserved for the reception of statuary, bronzes, pictures, and curios that the friends of the College have been waiting to give when a suitable place should be provided.

Among other valuable gifts are casts of the Apollo Belvedere and the Diana of Versailles—both of heroic size. Under the will of the late George W. Harris of Boston, in commemoration of his intimate friendship with the first Benjamin E. Bates, the College has come into possession of a choice collection of music, including many rare manuscripts.

The College has recently received from Rev. Dr. and Mrs. Charles G. Ames, of Boston, an ideal bust of Christ, one of the works of noteworthy merit by Hiram Powers.

Through the generosity of Miss Annette P. Rogers, of Boston, the College has several hundred large photographs, excellent copies of celebrated originals in the famous museums of the old world. Miss Rogers has also given an admirable card catalogue of the photographs and 20 volumes of choice books upon art.

#### GYMNASIUM

The Gymnasium, a two-story wooden structure, with basement, has been a very useful building; but it should give place as soon as practicable to a more capacious and substantial structure of modern design. A new Gymnasium adequate for our needs would cost \$100,000.00.

Subscriptions for this building are earnestly solicited. The immediate erection of a gymnasium for our young men might well engage the interest of some large-hearted wealthy man or woman.

#### PRESIDENT'S HOUSE

The President's House, a spacious and attractive two-story building originally erected for the President's residence, has since 1895 served as a dormitory for women students.

#### RAND HALL

Rand Hall, completed in 1905 for the women of the College, is a beautiful three-story building one hundred and twenty feet in length by forty-three in breadth.

By action of the Trustees at their annual meeting in June, 1908, this building was named Rand Hall in memory of Professor John Holmes Rand and his untiring



efforts to assure a true college home to the women of Bates. It contains a large, well-equipped gymnasium, Fiske reception room for student social gatherings, rooms for the Dean and for the Instructor in Household Economy, and for sixty young women, together with laundries, kitchens, dining-room, and all the appointments of a first-class women's hall.

#### MILLIKEN HOUSE AND WHITTIER HOUSE

The Milliken House and the Whittier House, through the generous consideration of Hon. C. A. Milliken, are now the property of the College. With the President's House and the New Dormitory, they afford ample and up-to-date accommodations for the young women of the College.

#### CENTRAL HEATING PLANT

The people of Maine by the unanimous action of their Legislature during the session of 1908 generously recognized the service rendered by Bates College to educational work in their State by the appropriation of \$45,000 for the construction of a Central Heating Plant for the Institution. This plant has recently been completed under the supervision of competent engineers. It will materially lessen the cost of heating the college buildings and will promote at once the health, the comfort, and the convenience of their occupants. In its construction, provision has been made for extending its advantages to buildings hereafter to be erected.

#### LIBBEY FORUM

Through the generosity of Honorable W. Scott Libbey, the Literary Societies and the Christian Associations of the College have been provided with large, beautiful,

and convenient rooms—one for each of the three Societies and a fourth for the Y. M. C. A. and the Y. W. C. A. Libbey Forum has been erected to stand, and is probably the most solid and substantial structure in Lewiston. It is complete in all of its appointments. Its spacious corridors, its convenient cloak and toilet rooms, its arrangements for heat and light, and its furnishings, are all in complete harmony with the general design; and the result is an ideal home for the Societies that have long been one of the most unique and attractive features of Bates. It was dedicated on October 1st, 1909, and is now regularly occupied by the organizations for the benefit of which it was erected. The building occupies the large lot on the northern side of Mountain Avenue at its junction with College Street. The completion of this hall has made available for important uses of the College the rooms that have been occupied for society purposes in Hathorn Hall and Parker Hall.

#### THE AUDITORIUM

For his original design of erecting one large building that should meet the needs of the College Societies and also contain an audience room for public occasions, Mr. Libbey has substituted the plan of two separate halls. The Auditorium is to be built upon some suitable site within the main campus. It will be an important and highly valued addition to our system of buildings, removing, as it will, the present necessity of going a mile or more from our own grounds whenever we must provide for a large College gathering.

#### CARNEGIE SCIENCE HALL

In January, 1908, Mr. Andrew Carnegie made a subscription of \$50,000 for the erection of a new science building. The conditions of the gift having been met,

the corner-stone was laid during Commencement week of 1911. The building was opened for occupancy in September, 1912.

Carnegie Science Hall, with its concrete foundations, its walls of brick and cement, and its steel frame, is unquestionably one of the most permanent and substantially constructed buildings in the State. An important structural feature of this building is its moisture-proof basement, secured by: (1) a carefully planned system of under drains; (2) an extra thick concrete floor—eight inches; (3) an efficient layer of damp proofing, extending throughout the entire floor, four inches below the surface and up into the walls to the height of three feet. The above moisture-proof condition together with the elevation of the basement—it being mainly above the surface of the ground—has so increased the practical usefulness of this part of the building as to make it nearly equal to any other floor.

Three departments of the College are provided with commodious and convenient accommodations in Carnegie Science Hall.

The most used rooms of the Biological Department are located on the first floor. The lecture and recitation room, in the centre of the building, opposite the main entrance, has a raised floor so that the seats at the rear of the room are two feet above those in the front row. At present the equipment includes: fifty-five iron-framed tablet arm chairs, which are securely fastened to the floor; a lecture and demonstration desk furnished with a sink, two large aquaria, gas and electric connections, cupboards and drawers; a trap in the floor near centre of the room opens to water and electric connections for lantern work. Provisions have been made so that demonstration charts may be suspended on any wall of the room. A

slate black-board extends across the room back of the instruction table.

Adjoining the recitation room is the department library, known as the Ira H. Bickford Biological Library of Bates College. This library was established by Mr. Bickford in June, 1911; and already contains several hundred bound volumes and many valuable pamphlets. The room is furnished with reference table, chairs, a librarian's desk, book shelving, and card catalogues. Special mention should be made of a valuable collection of ornithological works presented to the Library by Prof. J. Y. Stanton.

Opening out of the library, in the east corner of the building, is the office and private laboratory of the head of the department. This room, with its desk, wardrobe, lavatory, hood, dissecting table, alberene stone shelves for incubator and paraffine bath, and electric and gas connections, is equipped with the essentials for office and laboratory work.

The laboratory for histology and general microscopy opens out of the main corridor and occupies the northwest corner of the first floor. This room is approximately twenty by forty feet in floor dimensions, and like all the other rooms is unusually well equipped with windows, and electric fixtures for artificial illumination. The furnishings and technical apparatus for this laboratory are extensive, modern, and selected with care as to their special purposes.

Also opening out of the main corridor, and occupying the entire southwest end of this first story, is the large general laboratory for the courses in vertebrate and invertebrate zoölogy. This room has about forty by thirty feet of floor space and is equipped with dissecting tables accommodating forty students, wall cabinets, hood, alber-

ene stone shelves with gas and electric connections, large tank sink of alberene stone, and injecting table. Like other laboratories of the building, this has associated with it a supply room.

The courses in Botany are well provided with laboratory and herbarium facilities on the third floor. The large laboratory in size, location, and equipment is similar to the general zoölogical laboratory on the first floor.

The entire northeastern half of the third floor has been set aside for a biological museum. This room will be equipped with steel-framed, glass cabinets for museum specimens, as such collections are formed. The museum is especially fortunate in its very valuable collection of ornithological specimens. In September, 1912, Professor J. Y. Stanton presented his entire collection of mounted birds and skins. This collection, including several extinct and many rare specimens, has long been known as one of the most valuable private collections in the country.

The entire fourth floor is used as a vivarium. It is divided into rooms as follows: A large animal room, so-called, furnished with running water, brook and pools for keeping water forms of animals and plants, and with various types of cages and pens for animals other than water forms; a supply room; and a room for the experimental breeding of animals and plants. This last is equipped like the animal room mentioned above.

In the basement, the Biological Department has the following accommodations: A taxidermy and tool room; a supply room; and a dark room. The taxidermy room is equipped with dissecting table, hood, sink, alberene stone shelves with electric and gas connections, wall cabinets of cupboards and drawers, carpenter's bench, lathe,

and such glass-ware and tools as are found essential in the work of this much-used room.

The second floor of the building is allotted to the Department of Physics. The lecture room is fitted with seats for fifty-five students, a stereopticon stand, a lecture table equipped with gas, water, and electricity—both alternating and direct current. The room is ventilated by the electric fan.

Adjoining the lecture room is a commodious apparatus room fitted with a large counter and wall shelves. The cabinet is well supplied with apparatus for lecture table and laboratory experiments. Among the more important pieces are a 10-inch induction coil, a Wolff potentiometer and Wheatstone bridge, a galvanometer, an optical bench by Max Kohl, a standard scale, a cathetometer, a Steinheit spectrometer, a Hilger quartz spectrograph, a Gergk vacuum pump, a high grade Thompson projection apparatus, a number of Weston ammeters and voltmeters, besides a large number of thermometers, calorimeters, hypometers, reading telescopes, and micrometers and the accessories of a well-equipped laboratory.

Adjoining the apparatus room is a large laboratory equipped with water, gas, and electricity for advanced work in Physics. This room is fitted especially for electrical work. An experimental circuit runs around the entire room, connecting with the main switch-board; and several reflecting galvanometers are in place. Connected with this laboratory is a photographic dark room and a private laboratory and office for the head of the department.

At the other end of the building is a large laboratory for the elementary work in Physics, fitted with tables and wall shelves, supplied with gas and electricity for experimental work. Adjoining is a supply room.



In the basement of the building is a dynamo room containing the main switch-board that serves both as a main feeder for the building and as an experimental board, two convertors for supplying direct current, and a dynamo and a dynamometer for experimental tests. A small shop adjoins the dynamo room, equipped with an assortment of tools for repairing apparatus.

A large Physiological laboratory in the basement is for the present used as a drafting room and contains stands for about forty-five students. This room is fitted with wall cabinets having numerous drawers and cupboards.

The recitation room for the Physiological department is upon the third floor. In location, size and equipment this room is similar to the recitation room on the first floor.

The rear entrance to the building opens directly into a receiving and unpacking room. Conveniently near this room—directly across the corridor—is the elevator well. An elevator is to be installed at a later date. There are three lavatory rooms, one in the basement, another on the first floor, and a third on the second floor. A large general supply room and a sterilizing room are also located in the basement. An efficient ventilating system is connected with all basement rooms and with the three recitation rooms.

### RESOURCES

Within a few years the resources of the College have been doubled. This has been due in large measure to the generosity of Mr. Andrew Carnegie and of Mr. Bartlett Doe, late of San Francisco, each of whom gave \$50,000 toward increasing the endowment; \$60,000, also, were given by alumni and other friends of Bates in response to a condition imposed by Mr. Carnegie. Nearly \$60,000

more have been added to the permanent fund by meeting the conditions of Mr. Carnegie's subscription for the science building, and by other gifts. The total invested funds of the College at the present time amount to more than \$700,000; and its total resources, including grounds, buildings, library, and apparatus, have a value of fully \$1,200,000.

#### GEORGE COLBY CHASE LECTURE FUND

On Commencement Day, June 28, 1906, one of the Trustees of the College announced the creation of a fund of \$5,000 for the establishment of the George Colby Chase Lecture Fund for the maintenance of a permanent course of lectures to be known as the George Colby Chase Lecture Course. The College is indebted for this lecture fund to the late Honorable William Wallace Stetson, a former State Superintendent of the Public Schools of Maine. The purpose of the donor is definitely stated in the following citation from a prescribed trust agreement since executed: "Fourth, That the income of said fund shall be used exclusively for the maintenance of Lecture Courses in said College, and that no part of said income shall be used for any other purpose. Fifth, That speakers shall be selected who have done something worthy of special commendation, who have a message, and who can deliver it in such a manner as will be helpful to College students."

The far-reaching significance and substantial value of this lecture course for Bates students, thus made coeval with the life of the institution, can be better appreciated a century hence than now. This trust faithfully administered will break the isolation too often existing between the college and the world, and assure to every Bates man

and Bates woman the quickening influences of great leaders in thought and achievement. The lectures thus far given under the provisions of this fund have been by Rev. Lyman Abbott, D.D., Rev. Hugh Black, D.D., Mr. George W. Cable, Professor R. W. Wood of Johns Hopkins University, Rev. Charles F. Aked, D.D., of New York, Henry S. Pritchett, President of the Carnegie Foundation for the Advancement of Teaching, Hamilton Holt, Managing Editor of the *Independent*, Edward A. Steiner, D.D., of Grinnell College, Booker T. Washington, and William T. Ellis.

#### THE PUBLIC SERVICE OF BATES

To all who can prize her contributions to the intellectual and moral forces that must save our country Bates can unhesitatingly appeal. The number of her graduates at the present time is 1,740. Of this number 718 have become teachers—more than 43 per cent.—and 177 ministers—nearly 11 per cent.—the latter being distributed among ten religious denominations. Within recent years Bates has made important contributions to the foreign mission field. Sixty graduates have filled positions in Universities and Colleges, and more than this number have won distinction as State, City, and District Superintendents and as Principals of important Secondary Schools. Among the Higher Institutions to which Bates has contributed teachers are Albion, Amherst, Amherst Agricultural, Armour Institute, Bates, Brown University, Carleton, Colgate University, Connecticut Agricultural, Cooper Institute, Cornell University, Dartmouth, Denison University, Drury, Fairmount, Grant University, Harvard University, Hillsdale, James Millikin, Keuka, Knox, Miami, Middlebury, Mas-

sachusetts Institute of Technology, Northwestern University, Norwich University, Oahu (Hawaii), Pennsylvania State, Princeton University, Pomona, Redfields, Shaw University, Tufts, University of California, University of Colorado, University of Illinois, University of Maine, University of Oregon, University of Utah, University of Wisconsin, Western Reserve University, William Jewell, Yale University, Yankton. In authorship, on the Bench, in Legislation, in Journalism, Law, Medicine, and Engineering, Bates has distinguished representatives; while nearly the entire body of her alumni have proved themselves pure, earnest, useful citizens, ready for every good word and work, and making happier and better the communities in which they have lived. The thorough preparation that Bates gives for public speaking is shown by the honors won in the last thirteen years in twenty-five out of thirty inter-collegiate debates—fourteen of these with Universities.

#### BATES AND THE CARNEGIE FOUNDATION

The high standards of scholarship maintained at Bates and the breadth and liberality of her administrative policy are indicated by the fact that she was admitted to the benefits of The Carnegie Foundation for the Advancement of Teaching in June, 1907. She has been characterized from the beginning of her history at once by her insistence upon Christian standards of character and conduct and by her freedom from sectarianism. Her original charter contained no denominational or creedal conditions; and the slight change from the breadth of management that had been made in 1893 was, by the unanimous vote of her Trustees, removed in 1906. Her application

of Christianity to life finds expression in her supreme endeavor to educate her students for good citizenship and for self-denying service to mankind.

#### REASONS FOR AIDING BATES

1. To a large number of young men and young women she offers their sole reasonable hope for obtaining a liberal education. Both the necessary and the incidental expenses are lower than at any other New England College.

2. In the number and quality of her graduate educators, Bates is not surpassed, and, perhaps, not equalled, by any other College in America.

3. She has been successful in securing character as well as scholarship.

4. She is unsectarian.

5. Her location is the best possible for her usefulness. She gathers from a constituency widening every year young men and young women of small means but of great promise, some of them traveling hundreds of miles to secure from her the New England culture of heart and mind, that they may use it for the good of our entire country.

6. She took up the cause of higher education for women when it was unpopular.

7. Every dollar given to her work strengthens the forces that are shaping our Christian civilization.

8. She has but \$700,000 for carrying on work for which most New England Colleges require \$2,000,000 or more.

#### SUMMARY OF NEEDS

1. \$500,000 as an immediate addition to the permanent fund, in order to ensure the efficient maintenance of present work, the development of existing departments,

the establishment of a chair of Education and a chair of History, and the increase of the salaries of the teachers to a living basis.

2. \$20,000 for doubling the capacity of the present Chemical Laboratory.

3. \$10,000 to pay for the reconstruction of our former Science Hall and for its thorough equipment as a dormitory.

4. \$5,000 to pay for the furnishing of Coram Library and to secure additional appliances.

5. \$50,000 as a permanent fund for the Library.

6. \$150,000 for additional Scholarships for deserving students.

7. \$100,000 for the erection of a new Gymnasium for the men students.

8. \$100,000 for the erection and maintenance of an Astronomical Observatory and the support of its Director.

9. \$10,000 for the grading and improvement of the campus.

10. \$10,000 for a student loan fund.

The total of the amounts named is nearly \$1,000,000. We can do a valuable work while waiting for some of these needs to be met; others of them are urgent; all of them are implied in the plan of the institution; and could they be met at once, the result would justify the outlay. The enlargement of the Chemical Laboratory and the erection of a Gymnasium for the young men and the grading and improvement of the Campus can be delayed only with serious loss to the College.



## FORM OF A BEQUEST

"I give and bequeath to the President and Trustees of Bates College, a corporation existing in Lewiston, Me., the sum of \_\_\_\_\_ dollars, in trust, the principal of said sum to be safely invested by them, and the income thereof appropriated under their direction for the purposes of the College."

# Scholarships

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## State Scholarships

There are ten State Scholarships (giving Tuition for Instruction to ten students) in the hands of the Governor; and in bestowing them preference is given to the children of those who have borne arms in defense of their country, and always to students who are needy and meritorious.

Each of the following scholarships has been endowed by a donation of one thousand dollars, and pays the Tuition for Instruction to the student elected to hold the scholarship.

### Redington Scholarship—For a Lady Student

Endowed by the late Hon. Asa Redington, LL.D., of Lewiston. This is supposed to be the first instance of such an appropriation in any college.

### Dudley Scholarship

Endowed by the late Alvin D. Dudley, Esq., of Haverhill, Mass.

### Cheney Scholarship—For a Student from New Hampshire

Endowed by the late Hon. Person C. Cheney, A.M., of Manchester, New Hampshire.

### Woodman Scholarship

Endowed by the Paige Street Free Baptist Church, Lowell, Mass., in memory of Rev. Jonathan Woodman, late pastor of the church.

**Symonds Scholarship**

Endowed by the Plymouth Street Free Baptist Church, Portland, in memory of Joseph Symonds, Esq., a deacon of the church.

**Clements Scholarship**

Endowed by the late Rev. Tisdale D. Clements of Lewiston.

**Bridge Scholarship**

Endowed by the late Charles Bridge, Esq., of Gardiner.

**Lewis Scholarship**

Endowed by the late Chace Lewis, Esq., of Providence, Rhode Island.

**Class Scholarship**

Endowed by the Class of 1877.

**Bartlett Scholarship**

Endowed by the Main Street Free Baptist Church, Lewiston, in memory of Rev. Flavel Bartlett.

**Nathaniel Bowen Scholarship**

Endowed by the late Mrs. Hannah Bowen of Providence, Rhode Island.

**Cobb Scholarship**

Endowed by the late Hon. C. C. Cobb of Lewiston, in memory of his son, Rev. Frank Woodbury Cobb, A.M., class of 1873.

**Houghton Scholarship**

Endowed by the late Rev. Alphonso L. Houghton, A.M., of Lawrence, Mass., class of 1870.

**Randall Scholarship**

Endowed by Mrs. Abby Randall in memory of Isaac Randall, Esq., of Johnston, R. I.

**Williamson Scholarship**

Endowed by Elias W. Williamson, Esq., of Potter's Landing, Md., in memory of his father, Rev. Stephen Williamson, of Stark.

**Quinnam Scholarship**

Endowed by the late Mrs. James Hobbs of Chicago, Ill., in memory of her father, Rev. Constant Quinnam.

**Eaton Scholarship**

Endowed by Mrs. Oliver H. Durrell of Cambridge, Mass., in memory of her father, Rev. Ebenezer G. Eaton of Lewiston.

**Baldwin Scholarship**

Endowed by the late B. C. Baldwin, Esq., of Lowell, Mass., in memory of his wife.

**Bonney Scholarship**

Endowed by Mrs. Harriet Cheney Bonney and Sherman G. Bonney, M.D., in memory of Calvin F. Bonney, M.D., of Manchester, N. H.

**Frye Scholarship**

Endowed by the late Hon. William P. Frye, LL.D., of Lewiston.

**Nutting Scholarship**

Endowed by the late Lyman Nutting, Esq., of Lebanon, Pa., in memory of his sister, Mrs. Charlotte Nutting Chadbourne.

**Ellis Scholarship**

Endowed by the late Miss M. A. Wales of Boston, Mass., in memory of her pastor, Rev. Rufus Ellis, D.D.

**Talpey Scholarship**

Endowed by the late Hon. Charles W. Talpey of Farmington, N. H.

**Thissell Scholarship**

Endowed by the late Mrs. Abby T. Deering of Portland, in memory of Hon. John Thissell of Corinth.

**Ward Scholarship**

Endowed by Mrs. Mary E. Ward, in memory of her husband, Warren Ward, Esq., of Auburn.

**Bean Scholarships**

Three scholarships endowed by the late Cyrus E. Bean of Portland, in memory of his father, Cotton Bean of Limerick.

**Small Scholarship**

Endowed by James T. Small, Esq., of Lewiston, in memory of his son, Everett J. Small, class of 1889.

**Dyer Scholarship**

Endowed for the benefit of some student preparing for the Christian ministry, by the late Mrs. Irene M. Higgins, in memory of her parents, Mr. and Mrs. Jonah Dyer of Cape Elizabeth.

**Page Scholarship**

Endowed by the late Peter Page, Esq., of New York City.

**Ramsey Scholarship**

Endowed by the late Mrs. V. G. Ramsey of North Berwick, in memory of her husband, Rev. G. P. Ramsey.

**Mathews Scholarship**

Endowed by the late John M. Mathews, Esq., of Burlington, Vt., in memory of his daughter, Orissa Frances Mathews.

**Perkins Scholarship**

Endowed by the late Mrs. Moses W. Shapleigh of Ashland, N. H., in memory of her father, Rev. Thomas Perkins.

**Woodbury Scholarship**

Endowed by friends of the late Charles Woodbury of Boston, for the benefit of some Methodist student.

**Harmon Scholarship**

Endowed by the late Ivory W. Harmon of Newton Center, Mass., in memory of his son, Wallace Ivory Harmon.

**Mary L. Stone Scholarship**

Endowed by the late James S. Stone of Boston, Mass., in memory of his wife.

**Jordan Scholarship**

Endowed by Merrill Page and Emily Deering Jordan, in honor of Rev. Zachariah and Sabrina Page Jordan.

**Clapp Scholarship**

Endowed by the late Lucius Clapp, Esq., of Randolph, Mass.

**Lovina Haines Haskell Scholarship**

Endowed by the late Edwin B. Haskell of Boston, Mass.



**Fiske Scholarship**

Endowed by the late Miss Elizabeth S. Fiske of Boston, Mass.

**Rowe and Clarry Scholarships**

Endowed by a bequest of Mrs. Emily H. C. Rowe, in memory of her daughter, Miss Emma F. Clarry, and affording free tuition to four young women, preference to be given to worthy students from Brooks, Me.

**Dexter N. Richards Scholarship**

Endowed by Mrs. L. M. Richards of Brookline, Mass., in memory of her husband.

**Stetson Scholarship**

Endowed by the late Amos W. Stetson of Boston, Mass.

**John D. Philbrick Scholarship**

Endowed by the late Mrs. John D. Philbrick.

**William Wells Cate Scholarship**

Endowed by Rev. C. E. Cate, D.D., of Providence, R. I., in memory of his brother.

**E. S. Jordan Scholarship**

Endowed by the late Mrs. Clara Stanton Jordan, in memory of her husband.

**Foster Lee Randall Scholarship**

Endowed by the late Foster Lee Randall of Lewiston.

**Stanley Scholarship**

Endowed by Ezra B. Stanley of Manchester, Mass.

**David and Thankful Jordan Scholarship**

Endowed by their children.

**Hopkins Scholarship**

Endowed by the late Augustus Hopkins, Esq., of Gardiner, Maine, preference to be given worthy students from Gardiner.

**Herrick Scholarship**

Endowed by the late Katherine Gardiner Herrick and by H. Adeliza Herrick of Lewiston, in memory of their parents, Samuel and Phebe H. Herrick, late of Northport, Me.

**Tarbox Scholarship**

Endowed by Oren Cheney Tarbox, M.D., Bates '80, in honor of his parents, Rev. Moses H. and Mrs. Adrianna Weymouth Tarbox. Said scholarship to be applied for the aid of any deserving student, irrespective of age, color, sex or sect, preference being given, however, to a student contemplating the Christian ministry.

**Osgood Scholarship**

Endowed by Col. Charles H. Osgood of Lewiston, and Amy Elizabeth Hunter of Carbondale, Pa., in honor of their father and mother, Henry A. and Elizabeth H. Osgood, for the benefit of some young man or woman from the State of Maine.

**Albina Elizabeth Goodspeed Scholarship**

Endowed by Jessie L. Goodspeed, Gertrude C. Goodspeed, and Henry S. Goodspeed, of the city of New York, in memory of their mother,—the preference in awarding the scholarship to be given to a woman student.

**Class Scholarship**

Endowed by the Class of 1887, descendants of members of the class to have the preference, when possible, in the benefits from the scholarship.

**Arthur Sewall Whitehouse Scholarship**

Endowed by the Class of 1875, in memory of their scholarly and beloved classmate, born August 25, 1853, died February 18, 1874.

**Charles E. Moody Scholarship**

Endowed by his sister, the late Frances S. Moody.

**John P. Hilton Scholarship**

Endowed by the late Mrs. Mary Hilton of Cambridge, Mass., in memory of her husband.

**Clara B. Perkins Scholarship**

Endowed by the late Benjamin F. Perkins, of Bristol, N. H., in memory of his daughter.

**Lucia Spring Scholarships**

Five scholarships endowed by Miss Mary Isabella Corning, of East Hartford, Conn., in memory of her aunt, Miss Lucia Spring. These scholarships are primarily available for young women, but may be assigned to young men.

**Herbert L. Bradford Scholarship**

Endowed by his parents, Roscoe S. and Asenath J. Bradford, in memory of their son, Herbert Loring Bradford, who died in 1883 during the first term of his Freshman year at Bates,—for the benefit of a deserving young man.

**Helen Hinkley Scholarship**

Endowed by the late Miss Helen Hinkley of Augusta, Maine, the preference, when possible, to be given some student from the Free Baptist Church in Augusta.

### **The Knowlton Scholarships**

Hon. Hiram Knowlton of Portland, Maine, has deposited with the Treasurer of the College \$3,000, the income of which sum is to be used, when under the stipulated conditions it shall become available, for the maintenance of the following scholarships:

#### **William and Mary Knowlton Scholarship**

To perpetuate the names of his parents.

#### **Sabrina Wood Knowlton Scholarship**

To perpetuate the name of his wife.

#### **William James Knowlton Scholarship**

To perpetuate the name of his son.

### **Weber Scholarships**

The trustees, under the will of the late Frederick E. Weber of Boston, Mass., have given five thousand dollars for the maintenance of Weber Scholarships, for the benefit of needy and deserving students at Bates College. It is a condition of the gift that one-half of the income shall be added to the principal year by year; and that the remaining half only shall be used for the support of said scholarships.

#### **Joseph S. Ricker Scholarship Fund**

A fund of \$10,000 to ensure free tuition to deserving women students—the beneficiaries to be selected, whenever practicable, from different counties in Maine.

#### **Bradstreet Fund**

Mr. William W. Bradstreet of Gardiner, Me., has established a Trust Fund of \$2,000, the income of which is to be used for the benefit of deserving students, under the direction of the President of the College, and in accordance with certain conditions specified in the trust.

### **Coe Scholarship**

A scholarship of \$3,000, endowed by Thomas Upham Coe of Bangor, in memory of his brother, Eben Smith Coe. The income is awarded annually to the man in the Senior Class whose scholarship and conduct, during the previous three years of the course, have been the most meritorious. The award is made at the close of the Junior year.

### **Dana Estes Scholarship**

A permanent scholarship of \$2,500, endowed by the late Dana Estes, A.M., of Boston, the income to be awarded annually to some needy and deserving student.

### **Nancy Chase Edgecomb Fund**

Since the suspension in 1908 of Cobb Divinity School as a Department of Bates College and the incorporation of certain of its courses with the work of the College there has been available "for and toward the maintenance and education" in the institution of "young men who are or who may be preparing themselves to preach the Gospel of Christ" and to engage in other kinds of Christian service, "and who need and who may need aid," the income of the Nancy Chase Edgecomb Fund. The amount of this income is at present about \$740 annually. It is distributed by the Committee on Scholarships under the conditions above stated.

### **Mellen Bray Student Loan Fund**

From the estate of the late Mellen Bray, formerly of Newton, Mass., the College has received \$2,000, which is to constitute "The Mellen Bray Student Loan Fund." The income of this fund may be loaned at the discretion of the President of the College to needy and worthy students.

To be eligible for Scholarships, students must maintain an average rank in their college studies of 85 per cent. To be eligible for any other form of Student Aid, applicants must maintain an average rank in their college studies of 70 per cent., if Freshmen, and of 75 per cent., if Sophomores, Juniors, or Seniors. Applicants for Student Aid of any kind must be of good character, must totally abstain from the use of intoxicants and of tobacco, must be economical in all their expenditures and obedient to all College laws and regulations, and must furnish annually a correct statement of income and expenses.

Applications for aid, except from new students, must be filled out on blanks furnished for the purpose and returned to the President's office by June 1, each year. New students will be furnished, upon application, with appropriate blanks. These must be filled out and returned to the President's Office by October 15.



# Prizes

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## **First—For General Scholarship**

To a young man and to a young woman of the Junior Class, prizes of TEN DOLLARS each.

To a young man and to a young woman of the Sophomore Class, prizes of EIGHT DOLLARS each.

To a young man and to a young woman of the Freshman Class, prizes of SIX DOLLARS each.

## **Second—For Excellence in Declamation**

In the Second Term—To a young man and to a young woman of the Freshman Class, prizes of TEN DOLLARS each.

In the First Term—To a young man and to a young woman of the Sophomore Class, prizes of TEN DOLLARS each.

Senior Exhibition—By means of a Fund established in June, 1911, by Judge Oren Nelson Hilton, Bates 1871, of Denver, Colorado, a prize of THIRTY DOLLARS is available for the Senior whose part shall show the greatest excellence in thought, style, and delivery.

Commencement Week—To members of the Junior Class, one prize of SEVENTY-FIVE DOLLARS and one prize of TWENTY DOLLARS for original declamation.

## **Third—For Excellence in English Composition**

In the Second Term—To a member of the Sophomore Class, a prize of TEN DOLLARS.

**Fourth—For Prescribed Course in Reading**

At the close of the year a prize of TWENTY DOLLARS is presented by Professor Oliver C. Wendell, of Harvard University, to the member of the Freshman Class giving evidence of having obtained the best results from a prescribed course in reading.

**Fifth—For Excellence in Greek**

At the close of the first semester a prize of ten dollars each is presented by Rev. W. Bertrand Stevens, of New York City, to the young man in the Freshman Class, and to the young woman in the Freshman Class, who have done the best work in Greek.

**Sixth—For Excellence in Public Debate**

Second Term—To a member of each division of the Sophomore Class, a prize of TEN DOLLARS.

Second Term—The Champion Debate—Prizes amounting to twenty-five dollars; ten dollars for the best debate, and fifteen dollars to the best team. Six are chosen from the Sophomore Class to compete for these prizes.

Hon. F. M. Drew awards annually gold medals to men who win intercollegiate debates.

**Seventh—The Bryant Prize**

Through the generosity of Mr. W. H. H. Bryant of Boston, Mass., a prize of FIFTY DOLLARS will be awarded annually to the member of the Senior Class who shall prepare the best essay upon "Arbitration instead of War."

**The Coe Scholarship**

A scholarship of \$3,000, endowed by Thomas Upham Coe of Bangor, in memory of his brother, Eben Smith Coe. The income is awarded annually to the man in the

Senior Class whose scholarship and conduct, during the previous three years of the course, have been the most meritorious. The award is made at the close of the Junior year.

For the past year the prizes have been awarded as follows:

For General Scholarship—William F. Slade, Mary E. Huckins, Arthur B. Hussey, Flora M. Lougee, Harold C. Abbott, Helen M. Hilton.

For Public Declamation in 1912—To the Freshman Class, Ernest L. Saxton, Mabel C. Durgan; to the Sophomore Class, Ernest L. Saxton, Mabel C. Durgan.

For Original Declamation, 1912—William F. Slade, Edith A. George.

For English Composition—Vincent Gatto, 1914, and Helen L. George, 1914.

For best results from Prescribed Reading—Marion R. Cole, Marian G. Greene, John T. Greenan, 1915.

For Excellence in Greek—Louis Jordan, 1915.

For Public Debate, 1912—Herbert W. Hamilton, Etta M. Rowell, Elsie E. Judkins, Helen J. Downs, Flora M. Lougee, George C. Marsden, James R. Packard.

For Champion Debate, 1912—Arthur E. Tarbell; best team, Flora M. Lougee, George C. Marsden, Arthur E. Tarbell.

The Bryant Prize, 1912—Ray A. Clement.

The Coe Scholarship, 1912—Walter P. Deering.

In the Intercollegiate Debate with Clark College, the winning team consists of Gordon L. Cave, '13; Wade L. Grindle, '13; Harry W. Rowe, '12.

The members of the above team received the F. M. Drew medals.

In the Intercollegiate Debate with Colgate University, the losing team consisted of Wayne E. Davis, '12; Harry H. Lowry, '12; Claire E. Turner, '12.

For special proficiency in the work of any department, a student may receive an honorary appointment as assistant in that work. Such appointments for the present year are as follows: Argumentation, Blynn Davis, '13, and James R. Packard, '13; Biology, William H. Sawyer, Jr., '13; Chemistry, Gordon L. Cave, '13, John P. Cheever, '13, and George M. Seeley, '13; English, Walter P. Deering, '13, and Grace J. Conner, '13; German, Arthur Schubert, '14; History, William F. Slade, '13; Latin, Arthur B. Hussey, '14, and Wilbert S. Warren, '14; Mathematics, Blynn Davis, '13, and Joseph D. Vaughan, '13; Oratory, Jeanie S. Graham, '13, and Wade L. Grindle, '13.

The editors of the *Bates Student* for 1913 are James R. Packard, Philip H. Dow, Arthur B. Hussey, Edith Adams, Flora M. Lougee, Ruth B. Sylvester.

# STUDENTS

## Senior Class

NAME	RESIDENCE	ROOM
Adams, Enoch Hermon	Belgrade	8 P H
Adams, Frank Clason	Belgrade	8 P H
Alley, Harold Cushman	Auburn	18 P H
Atto, Bessie Mae	Bethlehem, N. H.	R H
Ballard, Margaret Aimee	Fryeburg	R H
Barr, Ralph Raymond	Lewiston 71 Sabattus Street	
Bennett, Warren Leroy	North Bridgton	37 P H
Blake, Verne	Haverhill, Mass.	M H
Bonney, Ralph Merrill	Turner Center	30 P H
Cameron, Vera Catherine	Fryeburg	R H
Carter, Albert Raymond	Bluehill	33 R W H
Cash, Leon Eugene	Oxford	4 P H
Cave, Gordon Luther	Centre Strafford, N. H.	20 P H
Conner, Grace Jarvis	Auburn 15 Weaver Street, Auburn	
Corey, Verna May	Searsport	R H
Currier, Elaine	Andover, N. H.	R H
Currier, Hazel Narinda	Andover, N. H.	R H
Cutts, Ethel Batson	Derry, N. H.	R H
Davis, Blynn Edwin	Bridgton	21 R W H
Day, Florence Augusta	West Kennebunk	R H
Deering, Walter Preston	Bridgton	31 P H
Dennis, Carlton Amory	Worcester, Mass.	19 P H
Dickson, Margaret Henrietta	Lewiston 157 East Avenue	
Doughty, Elizabeth Emily	Lisbon Falls 24 Sabattus Street	
Durrell, Lynne Howard	Kingfield	2 R W H
Eliopoulos, Constantine Nicholas	Servia, Macedonia	E H
Emmons, George Hinckley	Lewiston 88 Howe Street	

Fales, Ione Bertha	Lewiston 3 Shawmut Street
Feinberg, Abraham Selig	Marshfield, Mass. 20 P H
Goudy, Mildred Irene	South Portland R H
Gove, Guy Harold	Dexter 12 R W H
Graham, Jeanie Sewell	Bethlehem, N. H. R H
Griffin, Ernest Harrison	South Portland 25 P H
Grindle, Wade L.	So. Penobscot 14 P H
Hall, Lincoln	Marshfield, Mass. 8 P H
Hall, Lora Edna	Foxcroft R H
Holden, Gladys Marie	North Billerica, Mass. R H
Holmes, Mary Louise	Lewiston 49 Chapel Street
Houston, Howard Raymond	Bucksport 18 P H
Huckins, Mary Esther	Rochester, N. H. R H
Hull, Frank Jay	Greene 19 P H
Jewett, Frank Harold	Dexter 2 P H
Jones, Beatrice Leona	Auburn
	65 Summit Street, Auburn
Jordan, Leila Erdine	Caribou R H
Kempton, William Riley	Rangeley 2 P H
Kidder, Henry Wadsworth	
Longfellow	Richmond 31 P H
Knight, Melvin Colby	Westport 19 R W H
Lougee, Marguerite Emma	Lewiston 141 Nichols Street
Lougee, Nellie Delphine	Lewiston 141 Nichols Street
McDaniel, John Frank	East Barrington, N. H.
	9 R W H
Macomber, Edith Marguerite	Winthrop R H
Mills, Lillian Bessie	Dunbarton, N. H.
	112 Wood Street
Morrison, Arthur Chester	Ashland, N. H. I P H
Nickerson, Paul Sumner	Medford, Mass. 30 P H
Pennell, Walter Johnson	Kingfield 12 R W H
Pillsbury, Lulene Aura	Rangeley R H
Plumstead, Joseph Edwin	South Portland 32 P H
Rackliffe, Mabel Loveland	New Britain, Conn. R H
Rollins, Aletha	Lewiston 84 Wood Street
Ross, Bernard	Lisbon Lisbon
Sawyer, Louise Frances	Lewiston 70 Elm Street
Sawyer, William Hayes, Jr.	Limington 20 P H
Seeley, George Mervil	West Kennebunk 4 R W H



Slade, William Franklin	Gray	2 R W H
Smith, Alice Carey	Ashland, N H.	R H
Smith, Mary Elizabeth	Centre Sandwich, N. H.	R H
Smith, Ruth Evelyn	Gorham	R H
Thing, Alice	Limerick	M H
Thing, Emma Rachel	Limerick	M H
Thompson, Clinton Ray	Lewiston	582 Main Street
Tibbetts, Charles Byron	Berwick	31 R W H
Tuttle, Kathlene Helen	Auburn	
	28 James Street, Auburn	
Vaughan, Joseph Dyer	Norridgewock	12 R W H
Vose, Helen	Sabattus	Sabattus
Walsh, William Augustine	Lewiston	8 Wood Street
Weeks, Amy Louise	Auburn	
	220 Turner Street, Auburn	
White, Lewis Julian	Bangor	28 P H
Whitehouse, Ruby Dorothy	Monmouth	R H
Woodman, Gladys Leona	Auburn	
	R F D'6, Auburn	
Woodman, Harry Andrews	Portland	31 P H

## Junior Class

NAME	RESIDENCE	ROOM
Adams, Edith	Auburn	
	22 Vernon Street, Auburn	
Allen, Lloyd Carroll	Auburn	Auburn
Andronis, Nicholas	Springfield, Mass.	8 E H
Barrow, Elwyn Greaves	Boston, Mass.	27 R W H
Bessey, Elwood George	Dexter	19 R W H
Blethen, Helena Horton	Rockland	R H
Bosworth, Elliott Beaman	Winchendon, Mass.	4 P H
*Brackett, Vernon Kilby	Milbridge	
	31 First Avenue, Auburn	
Chapman, Clara Augusta	Auburn	
	30 Lake Auburn Ave.	
Cheever, John Plympton	Plainville, Mass.	19 P H
Clapp, Harold Bertell	Gray	35 P H
Coady, Kempton Joseph	Patten	17 P H
Cobb, Percy Chadwick	Gardiner	9 P H
Cooper, Herbert Almon	Berwick	24 R W H
Corley, Douglas Hilary	London, England	
	237 Oak Street	
Cox, Lyman Prescott	Manchester, N. H.	21 P H
Crandlemire, Halliberton	Millinocket	6 R W H
*Danahy, John Henry	Everett, Mass.	15 P H
Davis, Leon Edward	Lubec	47 P H
De Lano, Alton Irwin	Oxford	4 P H
Dexter, Burt Lee	Worcester, Mass.	23 R W H
Dickson, John Hewson, Jr.	Lewiston	157 East Avenue
Dolloff, George Ronello	Wiscasset	E H
Dow, Philip Huse	Gray	6 R W H
Downs, Helen Jane	Riverhead, N. Y.	C H
Drake, Eugene Henry	Pittsfield	23 P H
Drumm, Enos Michael	Thomaston, Conn.	12 P H
Dunham, Louise Sargent	Portland	R H
Dunlap, Vining Campbell	Bowdoinham	12 P H
Estey, Rebecca Jane	Lisbon Falls	R H

Fales, Edith Gertrude  
 Fletcher, Walter Ray  
 Foss, Helen Elizabeth

Freese, Carrie Mae  
 Garcelon, Mona Cobb  
 Gatto, Vincent  
 Goodhue, Herbert Warren  
 Hadley, Charles Elmer  
 Hadley, Nellie Louise  
 Haggerty, Jasper Charles  
 Ham, Lloyd Blinn  
 Hamilton, Herbert W.  
 Harriman, Henry Andrew  
 Holt, Clifton Bailey  
 Humiston, Helen Ensworth

Hussey, Arthur Burton  
 James, Leon Charles  
 Jecus, Francis Stevens

Judkins, Elsie Elizabeth

Keaney, Allan Jay  
 Keer, Robert Henry  
 Lee, Karl Dayton  
 Lord, Marion Emma  
 Lougee, Flora Marion  
 Lowry, Wesley Allen  
 McCann, Harriet Lucy  
 McCarthy, Ellene Leo  
 McDaniel, Bertha May  
 McNish, James Francis  
 Manter, Franklin Henley  
 Marsden, George Charles  
 Moore, Ernest Merrill  
 Morey, Ruth Mildred  
 Moulton, Onsville Joshua  
 Neal, Clara Bertha  
 Nevers, Hazen Rainsford

Thomaston C H  
 Dryden 18 P H  
 Northboro, Mass.

229 Oak Street  
 Gorham C H  
 Lewiston 524 Main Street  
 Springfield, Mass. 8 E H  
 Hyde Park, Mass. 21 P H  
 Lewiston 53 Shawmut Street  
 Lewiston 53 Shawmut Street  
 Houlton, R F D 6 16 P H  
 Cedar Grove H H  
 Brockton, Mass. 33 P H  
 Gardiner 27 P H  
 Lewiston 34 Vale Street  
 E. Jaffrey, N. H.

32 Ware Street  
 Leominster, Mass. 25 R W H  
 Christiansburg, Va. 27 R W H  
 Ansonia, Conn.

31 High Street  
 Kingston, N. H.

24 Cottage Street  
 Cambridge, Mass. 28 P H  
 Berwick 40 P H  
 Leominster, Mass. 17 R W H  
 Lisbon Falls W H  
 Lewiston 141 Nichols Street  
 Providence, R. I. E H  
 Mechanic Falls R H  
 Lewiston 126 College Street  
 East Barrington, N. H. C H  
 Ansonia, Conn. 12 P H  
 Whitefield, N. H. 21 P H  
 Lisbon 2 R W H  
 Gardiner P H  
 Lewiston 161 Wood Street  
 Gorham 11 P H  
 Farmington, N. H. R H  
 Houlton 17 P H

Nichols, Mary Elizabeth	Lewiston	38 Jefferson Street
Norton, Dora Maude	Gardiner	M H
*O'Connell, Lawrence Raymond	Millinocket	17 P H
Packard, James Roy	Monmouth	14 P H
Parker, Royal Bradbury	Auburn	I P H
Partridge, Donald Barrows	Norway Lake	13 P H
Patten, Bessie May	Pittsfield	452 Sabattus Street
Pease, Helen Frances	No. Parsonsfield	R H
Pierce, Edna Walker	Augusta	R H
Pratt, George Burton	Lisbon Falls	24 P H
Rawson, Shirley Jay	South Paris	13 P H
Redman, Floyd Alton	Exeter	24 P H
Rowell, Etta May	Concord, N. H.	C H
Ryder, Mildred May	Orrington	C H
Ryther, Harry Morgan	Enfield, Mass.	
Sanborn, Marion Rae		166 Holland Street
Schubert, Arthur	Auburn	
Segal, Rebecca		215 Summer Street, Auburn
Shepard, Ray Arthur	Boston, Mass.	25 R W H
Sleeper, Frank Eugene, Jr.	Lewiston	113 Bates Street
Small, William Drew	Gardiner	11 P H
Smith, Frederick	Sabattus	Sabattus
	Lewiston	10 P H
	Meredith Center, N. H.	
		14 R W H
Smith, Harold Morrison	Lisbon	Lisbon
Smith, Myra Etta	Merrimac, Mass.	M H
*Stinson, Roy Albert	Wentworth, N. H.	9 R W H
Sullivan, Louis Robert	Houlton	29 P H
Swasey, Guy Henry	Lincoln	29 R W H
Sylvester, Laurance Bray	Harrison	21 R W H
Sylvester, Ruth Bartlett	Harrison	C H
Tabor, Aubrey Wintworth	Waltham, Mass.	13 P H
Tackaberry, William George	Lewiston	322 Bates Street
Tarbell, Arthur Elwood	Lisbon	Lisbon
Tash, Dora Clark	Lewiston	Lisbon Road
Tomblen, Robert Lucius	Montague, Mass.	33 P H
Townsend, Clarence Cobb	Cumberland Centre	23 E H
Wandtke, Alice Anna	Lewiston	38 Bridge Street

Ward, Gladys Irene	Richmond Corner	
		10 White Street
Warren, Wilbert Scamman	South Portland	33 P H
Whittemore, Bertha	Jay	103 College Street
Wilson, Harold Alvan	Groveton, N. H.	24 P H
Woodman, Lawrence Chauncey	Strafford, N. H.	4 P H

\* Provisional candidates for a degree.

## Sophomore Class

NAME	RESIDENCE	ROOM
Abbot, Harold C.	Dorchester, Mass.	36 R W H
Anderson, Charles Irving	Plymouth, N. H.	8 E H
Ayer, William Robinson	Milton Mills, N. H.	25 E H
Baker, William Asa	Richmond	36 P H
Baldwin, Grover Cleveland	Island Falls	9 E H
Bartlett, Frances Ellen	East Stoneham	M H
Bassett, Mildred Sara	Rochester, N. H.	M H
Bates, Russell Thomas	Quincy, Mass.	32 P H
Beane, Ruth Nettie	Norway	
	570 Main Street	
Belleau, Adrienne Annette	Lewiston	
	343 Sabattus Street	
Blanchard, Thomas Harold	Gardiner	27 P H
Brooks, Harry W.	Randolph	15 P H
Bryant, Frances Violet	Richmond	377 Main Street
Carey, Leslie Roy	Ashland, N. H.	14 R W H
Chapman, Veva Marie	Auburn	
	30 Lake Auburn Ave., Auburn	
Clark, Ella Gertrude	Norway	M H
Clark, Millard Cressey	Bethlehem, N. H.	18 E H
Clifford, Earle Robinson	South Paris	34 P H
Clifford, Harold Burton	Winthrop	
	431 Main Street	
Cole, Marion Ruth	Crystal, N. H.	
	40 Jefferson Street	
Corcoran, John Frank	Norwich, Conn.	26 P H
Crawford, Harold Calder	Jefferson, N. H.	6 E H
Currie, Ida Beatrice	Lewiston	159 Middle Street
Davis, Horace Junkins	Rochester, N. H.	10 R W H
Dickey, Ralph Clark	Augusta	6 P H
Dunn, Roscoe Loring	Auburn	10 Frye Street
Durgan, Mabel Cushing	Island Falls	R H



Dyer, Clarence A.	South Portland	23 P H
Dyer, Edna Caroline	South Portland	R H
Eldridge, Rich Phillips	Gardiner	11 P H
Evans, Signa Louise	Newport, N. Y.	R H
Ferguson, Dora	West Wrentham, Mass.	R H
Fish, Clarence Ralph	Appleton	49 P H
Foster, Abbie Elizabeth	East Corinth	
	2 Davis Street	
Gerry, Ernest Melvin	East Corinth	34 P H
Googins, Mabel Gertrude	Portland	M H
Gray, Franklin Mark	Houlton	22 P H
Greenan, John Thomas	Jersey City, N. J.	25 P H
Greene, Marian Gwendoline	Vinalhaven	256 Main Street
Gustin, George B.	Sabattus	3 E H
Haggerty, Albert Thomas	Houlton, R F D 6	22 P H
Hale, Etta Izella	Bridgton	691 Main Street
Harding, Earl Atherton	Pittsfield	H H
Harvey, Albert Burnham	Garland	34 R W H
Hertell, Helen Dorothy	Lewiston	384 Main Street
*Higgins, Charles Henry	Auburn	
	43 Winter Street, Auburn	
Hill, James Frank	Gray	35 P H
Hilton, Helen May	Phillips	340 College Street
Hooper, Florence May	Eugene, Wash.	R H
Howard, Maude Harriette	Lewiston	44 Wood Street
Irish, Rachel May	Turner	W H
Jewell, Winnifred Frances	Merrimac, Mass.	M H
Jewett, Herbert George	Dexter	6 P H
Jordan, Louis	West Falmouth	33 R W H
Kimball, Ida Florine	Bath	M H
Knight, Lewis Bert	Limestone	34 P H
Leavitt, Frank Oliver	Effingham, N. H.	9 P H
Leonard, William Clement	Lewiston	118 Horton Street
Leighton, Jessie Aurelia	Lewiston	99 College Street
Lindquist, Richard Leonard	Orange, Mass.	10 P H
Lindsay, Harry William	Holbrook, Mass.	36 P H
McCullough, Welcome William	Saugus, Mass.	26 P H
Malone, Hannah Frances	Ellsworth	M H
Mansfield, Allan William	Jonesport	14 P H
Manuel, William Frederick	Houlton	39 P H

Merrill, Gertrude Hersom	Gray	185 College Street
Merrill, Gladys Amelia	Auburn	
		143 Pleasant Street, Auburn
Mills, Una Mae	Dunbarton, N. H.	
		112 Wood Street
Morgridge, Ralph Vernard	Dexter	23 P H
Morrell, Barbara Nichols	Merrimac, Mass.	M H
Moulton, Joseph Langdon	Mechanic Falls	4 R W H
Mullen, Henry Pierce	Somersworth, N. H.	39 P H
Nash, Forrest Sylvanus	Cambridge, Mass.	28 P H
Nevens, Viola Bliss	Lewiston	436 Main Street
Nichols, Paul Frothingham	Ashburnham, Mass.	
		179 Main Street
Noyes, Harold Greenough	East Wilton	2 P H
Oliver, Chester B.	Winnegance	24 Frye Street
Page, Geneva Adelle	Bucksport	M H
Paige, Mildred May	Manchester, N. H.	R H
Perkins, Orman Clarence	Leeds Junction	41 P H
Pidgeon, Edwin Francis	Cambridge, Mass.	25 P H
Pike, Winchester Wadsworth	Hiram	29 P H
Richardson, Norman Cushman	Hebron	9 E H
Rideout, Edith May	Norway	M H
Ridlon, Andrew Gardener	East Rochester, N. H.	8 E H
Roberts, Mary Lillian	Lisbon Falls	M H
Rosenbloom, Sarah	Lewiston	210 Park Street
Rowley, Philip William	Gloucester, Mass.	18 E H
Sargent, Rachel Louisa	Exeter, N. H.	W H
Saxton, Ernest Leroy	Meriden, Conn.	
		200 College Street
Shores, Venila Lovina	Lyndon Center, Vt.	
		8 Vale Street
Small, Elmer Owen	Bowdoinham	15 P H
Small, Ernest Libby	Lewiston	240 College Street
Smiley, Alma Velena	Caribou	44 Cottage Street
Smith, Camilla Hight	Westbrook	
		256 College Street
Smith, Paul Rexford	Belfast	
		47 Winter Street, Auburn
Stephanis, Costas	Brooklyn, N. Y.	15 E H
Stinson, Parker Burroughs	Wiscasset	E H

Stuart, Annie Greenleaf	Lewiston	81 Elm Street
Sturtevant, Geneva Whitman	Norway	R H
Talbot, George Keating	Gardiner	27 P H
Thomas, Arnold Francis	Winthrop	28 P H
Thompson, Amy Edwyna	Biddeford	32 Frye Street
Tilton, Gladys Louise	Somersworth, N. H.	M H
Wadsworth, Mary Esther	West Gardiner	M H
Walsh, Cecilia Frances	Lewiston	8 Wood Street
Webber, Elmer Harrison	Mt. Vernon	145 Nichols Street
Wheeler, Pearl Frances	Lewiston	29 Vale Street
Wheeler, Ruby Marion	Lewiston	29 Vale Street
Whitmarsh, Ethel	Whitman, Mass.	R H
Wight, Howard Marshal	Harrison	51 P H
Williams, Clyde Carlton	Granby, Mass.	427 Main Street
Wilson, Clinton Donnelly	Lancaster, N. H.	30 P H
Witham, Kenneth Farwell	South Paris	250 College Street
Wood, Elizabeth May	Lewiston	186 Blake Street

\* Provisional candidates for a degree.

## Freshman Class

NAME	RESIDENCE	ROOM
Adams, Mellen Vinton	Belgrade	12 E H
Adams, Mildred Gertrude	Curtis Corner 110 So. Main Street, Auburn	
Aikins, William Edwin	South Windham 18 Frye Street	
Allen, Harold Wesley	Lewiston	562 Main Street
Austin, George Thomas	Cambridge, Mass.	36 R W H
Ballard, James Robert	Limestone	68 Wood Street
Barden, Russell Thomas	Plainville, Mass.	P H
Bearce, Lillian Hazel	Auburn 13 Holly Street, Auburn	
Benjamin, Esther Marguerite	Riverhead, N. Y.	R H
Benvie, Frank William	Danvers, Mass.	17 R W H
Blaisdell, Joseph Everett	Sidney	12 E H
Boothby, Richard Perkins	Lewiston 256 College Street, Lewiston	
*Boyd, William	Norwich, Conn.	16 P H
Bradbury, Margie Miller	Biddeford	R H
Bridgham, Marion Frances	Auburn Upper Court Street, Auburn	
Bright, Karl Aubrey	Franklin, Mass. 34 Vale Street	
Bryant, Agnes	Chester, Vt.	W H
Buker, Harold Wilder	Contoocook, N. H. 133 College Street	
Bumpus, Harold Perham	Turner 11 Manley Street, Auburn	
Bumpus, Velma Claire	Turner 11 Manley Street, Auburn	
Cartland, Laurence Winslow	Saco	21 E H
Chapman, Annie Enola	Kezar Falls	W H
Chase, Alden Henry	Auburn 141 Hampshire Street, Auburn	
Cloutman, Harold Joseph	Conway, N. H.	237 Oak Street

Cole, Alice Marguerite	Gardiner	R H
Crockett, John Linwood	Durham	P H
Cross, Russell Nevin	W. Bowdoin 147 Wood Street	
Cummings, William Hiram	Auburn	
	21 Western Promenade, Au-	
	burn	
Curtis, Bennett Harley	Sutton, Vt. 34 Vale Street	
Doe, William Earnest	Deerfield Centre, N. H.	
	28 Frye Street	
Drew, Harold Delbert	Patten	16 E H
Dunning, George Howard	Yarmouthville	
	339 Minot Avenue, Auburn	
Emerson, Aura Bell	Roxbury, Conn.	C H
Esters, Robert Louis	Houlton	4 E H
Everett, Marion Josephine	So. Paris	R H
Farnham, Ruth Stevens	Richmond	W H
Farris, Nancy Barbara	Minot	W H
Fowler, Joseph William	Monmouth	24 E H
Fuller, Carleton Stuart	No. Turner	26 P H
Gahan, Laurence Elwyn	Dresden	42 P H
Gibbs, Charles Shelby	Rangeley 142 Wood Street	
Girouard, Marguerite Burke	Lewiston 91 Pine Street	
Goba, John	Poughkeepsie, N. Y.	
	195 Oak Street	
Gooding, Ralph Woodford	Presque Isle	P H
Goodwin, Harry Samuel	Union, N. H.	8 E H
Gould, Sherman Jewett	New Portland	22 E H
Gray, Fred Clifton	Farmington, N. H.	5 E H
Greene, Carroll Owen	Vinalhaven 256 Main Street	
Greene, Robert Alvan	Vinalhaven 256 Main Street	
Gregory, Alma Frances	Franklin, Mass. 32 Ware Street	
Grover, Merle Fred	Garland	34 R W H
Harding, Agnes Ellen	Auburn	
	11 Manley Street, Auburn	
Harriman, Irving Russell	Bethel 68 Wood Street	
Hayden, Amy Gladys	Bradford, Mass.	R H
Hellen, John Carleton	Auburn	
	324 Minot Avenue, Auburn	
Hill, Charles Henry	So. Scituate, R. I.	
	92 Wood Street	
Hodnett, Mona Pearl	Danforth	W H

Hollis, Truman Wilson	Auburn 69 Western Avenue, Auburn
Hood, Bernice Elva	Auburn 11 Manley Street, Auburn
Horne, Harry Lennon	Norway P H
Hubbard, John Warren	Cambridge, Mass. 10 Frye Street
Hutchins, Marion Elizabeth	Portland 340 College Street
Hutchinson, Edward Blake	Buckfield 12 E H
Jewers, Sybil Isabel	Eastport C H
Johnson, Harriet Moses	Bath R H
Johnson, Henry P.	Stetson 94 Nichols Street
Joyce, William Ignatius	Lynn, Mass. 32 P H
Kane, Harlene Martha	Spencer, Mass. R H
Kelley, Sara Hazel	Richmond 485 Main Street
Keneston, Shelton Egbert	Preston City, Conn. 103 Wood Street
Kennedy, Frank Edward	Walpole, Mass. 9 E H
King, Alice Gertrude	Tilton, N. H. W H
Knowles, Eleanor Grace	Bangor 26 Mountain Ave.
Lawrence, Elmer Walcott	Wood's Holl, Mass. 6 E H
*Littlefield, Perley Clarence	Rochester, N. H. 5 E H
Lord, George Edward	Patten E H
Lovely, Harry Richard	Gardiner 4 E H
Marston, Bonnie Oliver	Livermore Falls 173 Oak Street
Marston, Elizabeth Farwell	Auburn 124 Winter Street, Auburn
*Meador, James Lawrence	Rochester, N. H. 32 R W H
Meador, Norman Daniel	Rochester, N. H. 32 R W H
Merrill, Ralph Edward	Patten 16 E H
Miller, Clayton Olin	Warren, Vt. 9 P H
Mitchell, Hazel Alma	Auburn 143 High Street, Auburn
Moor, Sarah Alice	Lynn, Mass. 48 Howe Street
Moreau, Emily Dionne	Presque Isle C H
Morton, William Sargent	Conway, N. H. 237 Oak Street
Mountfort, George Richard	W. Falmouth 16 Frye Street
Mower, Gladys Louise	Melrose, Mass. R H



Murphy, Maud Gladys	Merrimac, Mass.	W H
Murphy, William John	Brighton, Mass.	10 P H
Nelson, Florence Althea	Rumford	W H
Norton, Floyd Wilson	Cumberland Center	17 E H
O'Connell, Maurice Winthrop	Roxbury, Mass.	34 R W H
Oakman, Walter Frank	N. Marshfield, Mass.	51 P H
Parker, Albert Cushman	Buxton	431 Main Street
Parker, Ruth Leah	No. Windham	C H
Peaslee, Edward Warren	Gardiner	4 E H
Peterson, Edwin T.	Dorchester, Mass.	16 P H
Pickard, Guy Allen	Hallowell	244 Oak Street
Pinkham, William Dwight	Lewiston	151 Nichols Street
Piper, Ethel Charlotte	Biddeford	C H
Rankin, Charles Stephens	Mechanic Falls	Mechanic Falls
Rankin, Clark Colby	Mechanic Falls	Mechanic Falls
Robertson, Hildred Ellen	Rangeley	R H
Russell, Alice Hall	Gorham	W H
Russell, Dana Merrill	Gray	3 E H
Sanford, Leroy Benjamin	Bethlehem, Conn.	
	107 Nichols Street	
Scott, William Michael	Lewiston	88 Shawmut Street
Seavey, John Stark	Gonic, N. H.	41 P H
Shaw, Edward Silas	Auburn	42 P H
Shaw, George Weyman	Blaine	P H
Shibles, Madeliene Marieta	Rockport	W H
Simpson, Robert Justin	Monmouth	24 E H
Smith, Annie Lucas	Portland	C H
Smith, Donna Marjorie	Houlton	W H
Snow, William Franklin	Durham	21 E H
Soper, Chester Abram	Minot	Minot
Spaulding, Frederic Henry	Norridgewock	22 E H
Stevens, Marjorie Eliza	Lewiston	167 Holland Street
Stillman, Raymond Durgin	Saco	94 Nichols Street
Swett, Francis Huntington	Norway	142 Wood Street
Swicker, Victor Calvin	Townsend, Mass.	3 E H
Syrene, Harry Nathaniel	Worcester, Mass.	14 E H
Taylor, Maurice Holway	Exeter, N. H.	
	476 College Street	
Thompson, Agnes Melissa	Farmington, N. H.	R H
Thompson, Louine Adele	So. Portland	R H

Townsend, Erland Seward	Cumberland Center	23 E H
Tucker, Bethania	So. Orange, N. J.	M H
*Tucker, Elmer Woodbury	Litchfield	147 Wood Street
Wade, Richard Allston	Portland	107 Nichols Street
Walker, John Card	Mechanic Falls	Mechanic Falls
Wakefield, Roland Adell	Auburn	
	470 Court Street, Auburn	
Warren, Flora May	Gorham	W H
Waterhouse, Fred Foster	Wells Depot	15 E H
Watson, Harry Hinckley	Patten	16 E H
Wentworth, Clarence L.	Limerick	15 E H
White, Elizabeth Florence	Lewiston	13 Oak Street
Wight, Ronell Ellis	Harrison	51 P H
Wilson, Edward Kenneth	Bowdoinham	103 Wood Street
Wing, Grace Lelia	Old Orchard	W H
Woodman, Orlando Charles	Portland	14 E H
Worth, Orrie Ermina	Freedom	W H

\*Provisional candidates for a degree.

## Special Course

NAME	RESIDENCE	ROOM
Fossett, Harlon Melvin	Pittston	22 P H
Howe, Donald Williams	Enfield, Mass.	
	166 Holland Street	
Kravzoff, Aaron Henry		
Benjamin	Newark N. J.	44 P H
Miner, Howard Root	Gardiner	36 P H
Moulton, George Burleigh	Mechanic Falls	1 P H

## Summary

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Senior Class .....	81
Junior Class .....	106
Sophomore Class .....	115
Freshman Class .....	143
Special Course .....	5
	<hr/>
	450

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H H—Hathorn Hall

R W H—Roger Williams Hall

P H—Parker Hall

E H—East Hall

R H—Rand Hall

C H—Cheney House

M H—Milliken House

W H—Whittier House

# Graduates of 1912

---

Abbott, Charles Ham  
Allen, Samuel Leone  
Alley, Jessie Winnefred  
Astle, Amelia Maude  
Atkinson, June  
Audley, Mary Elisabeth  
Bartlett, George Mavnard  
Bassett, Roscoe Conkling  
Bickford, Harry Melvin  
Blaisdell, Leo Wasgatt  
Bly, Carlton  
Bolster, Ralph Harold  
Bonney, Clinton Howard  
Bridgham, Zela Meredith  
Brown, Clarence Huberto  
Brunner, George Edward  
Brunquist, Ernest Herman  
Buck, Albert Whitehouse  
Campbell, Elizabeth Mason  
Chamberlain, Ross Parker  
Chatto, Clarence Irving  
Chesley, Clair Vincent  
Clement, Ray Allan  
Cole, Arthur Russell Clason  
Conklin, George Forby, Jr.  
Cox, Gertrude Annie  
Davis, Hubert Paul  
Davis, Wayne Edward  
Deering, Helen Isabel  
Doe, Charles Tristram  
Downing, Ethel Elizabeth  
Dunlap, Minerva Francis  
French, Grace Amanda  
Fuller, Edward Hersey  
Gray, Florence  
Hart, Bessie Bonita  
Hodgdon, Fredrika Ernestine  
Lewis  
Hooper, William Henry  
Howard, Hazel Egeria  
Humiston, Ruth Tarbell  
Irvine, Iantha  
Jecusco, Frederick Paul  
Jennings, Albert Eaton, Jr.  
Jones, Annabel May  
Kincaid, Abigail Margaret  
Knights, Charles Clarke

Lamorey, Jesse James  
Lane, Walter Eben  
Lewis, Flossie May  
Linehan, Joseph Aloysius  
\*Lovell, William Edwin  
Lowry, Henry Havelock  
Mason, George Lincoln  
(As of the Class of 1893)  
McGraw, Helen Elisabeth  
Merrill, Earle Duley  
Meserve, Helen Katherine  
Morse, Alvin Sticklin  
Morse, Mary Chadbourne  
Neal, Beatrice Evelyn  
Nevers, Frank Alexander  
Noyes, Wilhelmina Irene  
Pingree, Mary  
Purington, Clara May  
Quimby, Francena Augusta  
Rand, Albert Ayer  
Redman, Mary Evangeline  
Remmert, William Frederick  
Rhoades, Carl Tracy  
Richards, Alice Helen  
Rideout, Florence Annie  
Ring, Christina Isabell  
Robinson, Melissa Flora  
Roseland, Harold Tribou  
Rounds, Ada Rosenberg  
Rowe, Harry Willison  
Sawtelle, Verna Maritta  
Smith, Angie Ann  
Smith, Leonard Seymour  
Spiller, Roxanna Elizabeth  
Stanhope, Charles Nason  
Stearns, Josephine Barker  
Sweetser, Marv Ruth  
Tubbs, Margaret Thurston  
Tucker, John Richard  
Turner, Clair Elsmere  
Twombly, Belle Louise  
Walsh, Walter Harrison  
Webber, Lenora Goldie  
Welch, Howard Abner  
Whitman, Wheatie Clare  
Yeaton, Donna Lillian  
Yeaton, Paul Murray

\*Deceased May 5, 1912.

## Commencement Honors

---

### In Language and Literature

Clarence Irving Chatto  
Ray Allan Clement  
Albert Ayer Rand  
June Atkinson  
Elizabeth Mason Campbell  
Clara May Purington

### In Philosophy

Wayne Edward Davis  
Henry Havelock Lowry  
Howard Abner Welch  
Helen Isabel Deering  
Mary Ruth Sweetser  
Wheatie Clare Whitman

### In Science

Earle Duley Merrill  
Carl Tracy Rhoades  
Clair Elsmere Turner  
Fredrika Ernestine Lewis Hodgdon  
Hazel Egeria Howard  
Verna Maritta Sawtelle

### A.M., *pro merito*

Anna Fleming Walsh, Class of 1907  
Henry Lester Gerry, Class of 1909

### A.M., *causa honoris*

Rev. Charles G. Mosher

### P.D.D.

Frank E. Parlin, '86

### LL.D.

Herbert E. Cushman, '87



## Bates Alumni Associations

---

### General Association

President, Frank E. Parlin, '86, Cambridge, Mass.

First Vice-President, L. M. Sanborn, '92, Portland, Me.

Second Vice-President, Dr. W. B. Cutts, '91, Providence, R. I.

Third Vice-President, Ralph I. Morse, '00, Belfast, Me.

Secretary-Treasurer, John L. Reade, '83, Lewiston, Me.

Executive Committee, C. E. Brockway, '78; R. Nelson, '87; Harold S. Libbey, '06.

### Boston Association

President, Dudley L. Whitmarsh, Whitman, Mass.

Secretary, Richard B. Stanley, Esq., '97, 35 Congress Street, Boston, Mass.

### New York Association

President, A. F. Gilmore, '92, 100 Washington Square, New York, N. Y.

Secretary, G. W. Thomas, Esq., '96, 100 Broadway, N. Y.

### Cheney Club

President, George H. Libby, 1889, Manchester, N. H.

Vice-President, Hon. Cyrus H. Little, '84, Manchester, N. H.

Secretary, Alethea C. Meader, '09, Penacook, N. H.

**Stanton Club**

President, A. C. Yeaton, '93.

Secretary, L. M. Sanborn, Esq, '92, 57 Exchange Street, Portland, Me.

**Connecticut Valley Association**

President, Rev. Roscoe Nelson, '87, Windsor, Conn.

Secretary-Treasurer, E. B. Smith, '04, So. Framingham, Mass.

Chairman Executive Committee—Howard C. Kelly, '03, Springfield, Mass.

**Rhode Island Association**

President, Herbert E. Walter, '92, Brown University, Providence, R. I.

Secretary-Treasurer, Leroy G. Staples, '00, Warren, R. I.

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The Bulletin of Bates College is published by the College four times a year.

Entered at the Post Office at Lewiston, Maine, as second-class mail matter, under the provisions of the Act of July 16, 1894.



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44  
4th Series, No. 1

Bulletin  
of  
Bates College

Bates College  
1913-1914

Watson, Maine, December 1, 1913



UNIVERSITY OF ALABAMA  
ALL COPY 1913

# BATES COLLEGE

LEWISTON MAINE

1913-1914

LEWISTON, MAINE  
THE JOURNAL PRINTSHOP  
1913

# CALENDAR-1914

# 1915

JANUARY.							JULY.						
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# Calendar

1913

Sept. 22, 23	Examinations for Admission to College Monday and Tuesday, 8.30 A.M., 1.30 P.M.
Sept. 24	First Semester begins: 8.40 A.M. Wednesday
Nov. 3-14	Sophomore Preliminary Public Speaking 1.30 P.M.
Nov. 15	Tuition due
Nov. 15	Prize Division 2.00 P.M.
	Thanksgiving Recess from 12 M., November 26 to 12 M., December 1
	Christmas Recess from 4.30 P.M., December 19, 1913 to 7.40 A.M., December 30, 1913

1914

Jan. 14-28	Sophomore Debates 2.00 P.M.
Jan. 29	Day of Prayer for Colleges Thursday
Feb. 4-11	Midyear Examinations
Feb. 12	Second Semester begins: 7.40 A.M.
Feb. 22	Washington's Birthday
Feb. 23-Mar. 6	Freshman Public Speaking 1.30 P.M.
March 7	Prize Division 2.00 P.M.
March 15	Tuition due
March 19	Senior Exhibition Thursday, 7.45 P.M.
	Easter Recess, from 4.30 P.M., April 3 to 7.40 A.M., April 14
May 30	Memorial Day Saturday
June 10	Junior Exhibition Wednesday, 7.45 P.M.
June 11	Last Chapel Thursday
June 11	Ivy Day Exercises Thursday
June 12-19	Final Examinations
June 18-19	Examinations for Admission to College 8.30 A.M., 1.30 P.M.
June 21	Baccalaureate Exercises Sunday, 3.30 P.M.
June 23	Annual Meeting of the Corporation Tuesday, 9.00 A.M.
June 23	Class Day Exercises Tuesday, 2.30 P.M.
June 23	Annual Meeting of the Alumni Tuesday, 7.30 P.M.
June 23	Illumination of College Campus Tuesday, 7.45 P.M.
June 24	Commencement Wednesday, 10.00 A.M.
June 24	President's Reception to the Graduates Wednesday, 8 00 P.M.
Sept. 22-23	Examinations for Admission to College Tuesday and Wednesday, 8.30 A.M., 1.30 P.M.
Sept. 24	First Semester begins: 8.40 A.M. Thursday
Nov. 15	Tuition due
Nov. 13-14	Sophomore Preliminary Public Speaking 1.30 P.M.
Nov. 14	Prize Division 2.00 P.M.
	Thanksgiving Recess, from 12 M., November 25 to 12 M., November 30
Dec. 18	Christmas Recess begins



# General Information

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## FOUNDATION

Bates College grew out of the Maine State Seminary, chartered in 1855. In 1862 sixteen young men in this school petitioned the Trustees to provide facilities for collegiate instruction. In the fall of 1863 the first Freshman class was admitted, and in the winter of 1864 a new charter was secured, and Maine State Seminary became Bates College. The name Bates College was given by the Trustees in grateful acknowledgment of the generosity of Mr. Benjamin E. Bates of Boston, Mass., one of the founders of the city of Lewiston. Mr. Bates had taken a warm interest in the Seminary, and it was his encouragement, with a subscription in 1863 of \$25,000, which led to its development into the College. To this sum he subsequently added \$75,000. Mr. Bates died in 1877. Other friends have generously aided the institution, but none of their benefactions have surpassed in amount the gifts of Mr. Bates.

Lewiston, in which the College is situated, is the second city in population in Maine, having thirty thousand inhabitants. It is on the east bank of the Androscoggin, thirty-five miles northeast of Portland. It is connected by four bridges with Auburn, a city with sixteen thousand inhabitants, on the opposite bank of the river. The two cities are among the most enterprising and progressive in the East. Many of their public buildings are exceptionally beautiful and substantial. Their excellent public schools are constantly bringing to the two cities from all parts of Maine, and even from adjoining states, parents eager to secure a good education for their children. The Jordan High School, of Lewiston, and the Edward Little High School, of Auburn, rank among the best preparatory schools in New England. The pulpits of Lewiston and Auburn are occupied by able and scholarly men, and residents of few towns have better facilities for hearing the representative lecturers and orators of our country. The two cities are remarkably healthful, are situated amid some of the most beautiful scenery of the Androscoggin valley, and combine in a rare degree the educa-

tional influences afforded by the presence of business energy, of scholarly leisure, and of attractive environments. They are a little more than four hours distant from Boston, and are accessible from all directions by means of four railways—the Grand Trunk, the Portland and Rumford Falls, and two lines of the Maine Central. These with numerous electric roads make the college easily accessible from every direction. The college grounds consist of fifty-five acres in the suburbs of Lewiston. They have great natural beauty and command fine views of the surrounding country. From the summit of Mount David, given by the late Mrs. Archibald Wakefield and the late Mrs. John M. Frye, as the site for an astronomical observatory, the White Mountains, more than fifty miles away, are distinctly visible. Through the generosity of the children of Mrs. Wakefield, three and one-half acres have (in September, 1912) been added to this earlier gift and nearly all of Mount David is now owned by the college—giving to the campus a distinctive charm that arrests the attention of every visitor.

#### CHARACTER OF THE COLLEGE

The college is unsectarian in all its aims and methods, but it is unequivocally Christian. Breadth and thoroughness are sought, not only in literary and scientific attainments, but in moral and spiritual culture. What are called the vices of student life are practically unknown at Bates. No student can be a member of the College without taking and keeping a pledge to abstain from alcoholic drinks. Hazing has never been tolerated. A large percentage of the students are actively religious, and among them are represented nearly all the religious denominations of New England. It has been the constant aim of the College to encourage and aid students of limited means and to exclude such habits and customs as lead to extravagant and unnecessary expenditures. Planted in a thrifty and frugal community, Bates is for a wide area the natural college home for students of limited means. The community, with its numerous industries, offers unusual opportunities for work; and college spirit and tradition make labor honorable. The Faculty of Bates find one of their highest pleasures in helping young men and young women to solve the problem of ways and means. An Employment Bureau composed of members of the Faculty and of



Alumni is able practically to assure remunerative work to students able and willing to engage in self-help. Every year Bates students are engaged in more than sixty different kinds of employment. There are ninety-nine scholarships. Ninety-four of these, of \$1,000 each, pay fifty dollars per year, each, to as many deserving young men and young women. The other four are the Coe Scholarship of \$3,000 and the Dana Estes Scholarship of \$2,500, the John Bartlett Kezar Scholarship of \$2,000, and the Fitz Scholarship of \$1,500. Students of ample, of moderate, and of limited means live and work together in absolute social equality. From its organization in 1863, the College has received young women on the same terms with young men, thus beginning on the Atlantic seaboard the movement for the higher education of women.

# Corporation

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# Board of Overseers

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## TERM EXPIRES IN 1916

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GEORGE B. FILES, A.M., LEWISTON  
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SCOTT WILSON, A.B., ESQ., PORTLAND

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# Terms of Admission

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All candidates for admission to the College must offer satisfactory testimonials of good moral character; and those that have been members of other colleges must present certificates of regular dismissal.

The requirements in particular subjects are as follows:

The requirements in Latin are those recommended in the "Report of the Commission on College-Entrance Requirements in Latin," and are as follows:

## LATIN

### I. AMOUNT AND RANGE OF THE READING REQUIRED.

1. The Latin reading required of candidates for admission to college, without regard to the prescription of particular authors and works, shall be not less *in amount* than Cæsar, Gallic War, I-IV; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Vergil, Aeneid, I-VI.

2. The amount of reading specified above shall be selected by the schools from the following authors and works: Caesar (Gallic War and Civil War) and Nepos (Lives); Cicero (orations, letters, and De Senectute) and Sallust (Catiline and Jugurthine War); Vergil (Bucolics, Georgics, and Aeneid) and Ovid (Metamorphoses, Fasti, and Tristia).

### II. SUBJECTS AND SCOPE OF THE EXAMINATIONS.

1. *Translation at Sight.* Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the pas-

sages set will be suited to the preparation secured by the reading indicated above.

2. *Prescribed Reading.* Candidates will be examined also upon the following prescribed reading: Cicero, orations for the Manilian Law and for Archias, and Vergil, Aeneid, I, II, and either IV or VI at the option of the candidate, with questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

3. *Grammar and Composition.* The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

#### SUGGESTIONS CONCERNING PREPARATION.

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of



the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphrase. Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination cannot test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practised.

The work in composition should give the student a better understanding of the Latin he is reading at the time, if it is prose, and greater facility in reading. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read as well; for this work the prose authors already studied should be used as models.

On the basis of the above Report the examinations will be grouped as follows:

#### I. TWO YEARS OF LATIN.

The examination will be adapted to the proficiency of those that have studied Latin in a systematic course of five exercises a week for two years. It will include translation from Cæsar's Gallic War, I-IV, easy sight passages, and Grammar and Composition.

This examination is designed to meet the needs of such candidates for the degree of Bachelor of Science as offer only two years of Latin.

## II. ELEMENTARY LATIN.

The examination will be adapted to the proficiency of those that have studied Latin in a systematic course of five exercises a week for at least three years. It will include translation of prose at sight, Cicero, as indicated above in Section II, Article 2, and Grammar and Composition.

## II. ADVANCED LATIN.

The examination will be adapted to the proficiency of those that have studied Latin in a systematic course of five exercises a week for at least four years. It will cover the work outlined in Section II of the Report.

## GREEK

### I. ELEMENTARY GREEK.

Candidates presenting this subject should be able to translate at sight simple Attic prose, and should possess a thorough mastery of ordinary Greek inflections, principles of syntax, and idioms, involving the ability to write simple Attic prose. To attain the required proficiency, a student should have studied Greek two years, in a systematic course of five exercises a week, including the reading of four books of Xenophon's *Anabasis* or an equivalent, thorough study of Grammar, and considerable practice in writing Greek sentences involving ordinary idioms and constructions.

### II. ADVANCED GREEK.

Candidates presenting this subject should be able to translate at sight passages from Homer, as well as from Attic prose, and should be well grounded in the epic dia-

lect, the prosody of Homer and the general features of Homeric life. They should also be able to translate into Attic prose simple English passages of connected narrative. These requirements involve, in addition to the course in Elementary Greek, a third year of study, with exercises five times a week, and necessitate the reading of additional Attic prose and of at least the first three books of the Iliad or an equivalent, and practice in the writing of connected passages of Attic prose.

Students admitted without Greek may begin the study of Greek in the Freshman year and go on to the regular courses in that language.

#### ENGLISH

Preparation in English has two main objects: (1) command of correct and clear English, spoken and written; (2) power to read with intelligence and appreciation. The attainment of these objects requires a course of study covering at least three years, with five recitation periods each week.

To secure the first end, training in grammar and the simpler principles of rhetoric, and the writing of frequent compositions are essential. The candidate must be able to spell, capitalize, and punctuate correctly. He must show a practical knowledge of the essentials of terminology, inflections, syntax, the use of phrases and clauses; a thorough training in the construction of the sentence; and familiarity with the simpler principles of paragraph division and structure.

To secure the second end, the reading of a certain number of books is prescribed. The list is intended to give the candidate the opportunity of reading, under intelligent direction, a number of important pieces of lit-

erature. The prescribed books are divided into two groups as follows:

### A

READING AND PRACTICE—The candidate will be required to present evidence of a general knowledge of the subject-matter of the books mentioned and to answer simple questions on the lives of their authors. The examination will usually be the writing of a paragraph or two on each of several topics to be chosen by the candidate from a considerable number set before him in the examination paper. The treatment of these subjects is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books. In place of a part or the whole of this test, the candidate may present an exercise book, properly certified by his instructor, containing composition or other written work done in connection with the reading of these books. The books for this part of the examination will be:

For 1914, 1915.

Group I (two to be selected.) The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the Odyssey, with the omission, if desired, of Books i-v and xv-xvii; the Iliad, with the omission, if desired, of Books i-v and xv-xvii; the Iliad, with the omission, if desired, of Books xi, xiii-xv, xvii, and xxi; Vergil's *Æneid*. The Odyssey, Iliad, and *Æneid* should be read in English translation of recognized literary excellence.

For any unit of this group a unit from any other group may be substituted.

Group II (two to be selected.) Shakespeare's

Merchant of Venice; Midsummer Night's Dream; As You Like It; Twelfth Night; Henry the Fifth; Julius Cæsar.

Group III (two to be selected.) Defoe's Robinson Crusoe, Part I; Goldsmith's Vicar of Wakefield; either Scott's Ivanhoe or Scott's Quentin Durward; Hawthorne's House of the Seven Gables; Dickens's David Copperfield or Dickens's Tale of Two Cities; Thackeray's Henry Esmond; Mrs. Gaskell's Cranford; George Eliot's Silas Marner; Stevenson's Treasure Island.

Group IV (two to be selected.) Bunyan's Pilgrim's Progress, Part I; The Sir Roger de Coverley Papers in The Spectator; Franklin's Autobiography (condensed); Irving's Sketch Book; Macaulay's Essays on Lord Clive and Warren Hastings; Thackeray's English Humorists; Selections from Lincoln, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and Letter to Horace Greeley, along with a brief memoir or estimate; Parkman's Oregon Trail; either Thoreau's Walden or Huxley's Autobiography and selections from Lay Sermons, including the addresses on Improving Natural Knowledge, A Liberal Education, and A Piece of Chalk; Stevenson's Inland Voyage, and Travels with a Donkey.

Group V (two to be selected.) Palgrave's Golden Treasury (First Series), Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns; Gray's Elegy in a Country Churchyard and Goldsmith's Deserted Village; Coleridge's Ancient Mariner and Lowell's Vision of Sir Launfal; Scott's Lady of the Lake; Byron's Childe Harold, Canto IV, and Prisoner of Chillon; Palgrave's

Golden Treasury (First Series), Book iv, with especial attention to Wordsworth, Keats, and Shelley; Poe's Raven, Longfellow's Courtship of Miles Standish, and Whittier's Snow Bound; Macaulay's Lays of Ancient Rome and Arnold's Sohrab and Rustum; Tennyson's Gareth and Lynette, Lancelot and Elaine, and Passing of Arthur; Browning's Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Hervé Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City.

## B

STUDY AND PRACTICE.—This part of the examination presupposes a careful study of the works named below. The examination will be upon subject-matter, form and structure, and will also test the candidate's ability to express his knowledge with clearness and accuracy. The books for this part of the examination will be:

For 1914, 1915, Shakespeare's Macbeth; Milton's Lycidas, Comus, L'Allegro, and Il Penseroso; Burke's Speech on Conciliation with America, or Washington's Farewell Address and Webster's First Bunker Hill Oration; Macaulay's Life of Johnson, or Carlyle's Essay on Burns.

## MATHEMATICS

### I. ELEMENTARY MATHEMATICS.

(1) Algebra. Through equations of the second degree.

Although candidates are not examined in Arithmetic, a thorough knowledge of its fundamental principles is an essential part of a preparatory course. This subject should not be neglected by candidates.



The required work in Algebra should cover two years' work of five recitations per week, and includes the following subjects: Factors, fractions, ratio and proportion; negative quantities and interpretation of negative results; a thorough knowledge of radicals and the solution of equations involving radicals, fractional and negative exponents; the binomial theorem for positive integral exponents; extraction of roots; the solution of equations with one or more unknowns, whether of the first or second degree, and with literal as well as numerical coefficients, and of problems leading to such equations; arithmetical and geometrical progression.

It is recommended that the student familiarize himself with the solution of simultaneous equations of two or three unknowns, that he be able to solve quadratics at sight, either by factorization or by formula, and that he learn to draw the graphs of linear and quadratic equations of two unknowns.

(2) Plane Geometry. The required work in plane geometry should extend throughout one year of five recitations per week.

The theorems and constructions as found in good text-books: The properties of plane rectilinear figures; the circle, and the measurement of angles; similar polygons; areas; regular polygons and the measurement of the circle. A large part of the time should be given to original demonstrations of exercises, and this should be insisted upon as a part of the required work in the course.

## II. ADVANCED MATHEMATICS.

(1) Algebra, including choice, chance, theory of limits, the binomial theorem for negative and fractional exponents, logarithms, series, determinants, graphs, derivatives, and the theory of equations.



(2) Solid Geometry, as represented by the ordinary college text-books. Candidates should be able to solve readily problems of solid mensuration and to demonstrate original theorems that may be deduced easily from the text.

(3) Plane Trigonometry, as represented by the usual text-books. Candidates must be familiar with the theory and use of six-place logarithmic tables.

#### FRENCH

The admission requirements in elementary and advanced French are those recommended by the Modern Language Association of America.

#### I. ELEMENTARY FRENCH.

The work to be done during the first year should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plurals of nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax; (3) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation.

During the second year, the work should comprise: (1) the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or bio-

graphical sketches; (2) constant practice, as in the previous year, in translating into French easy variations upon the texts read; (3) frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (6) mastery of the forms and use of pronouns, of pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and the subjunctive.

Suitable texts for the second year are: About's "Le roi des montagnes," Bruno's "Le tour de la France," Daudet's easier short tales, La Bédollière's "La Mère Michel et son chat," Erckmann-Chatrian's stories, Foa's "Contes biographiques" and "Le petit Robinson de Paris," Foncin's "Le pays de France," Labiche and Martin's "La poudre aux yeux" and "Le voyage de M. Perichon," Legouvé and Labiche's "La cigale chez les fourmis," Malot's "Sans famille," Mairêt's "La tâche du petit Pierre," Mérimée's "Colomba," extracts from Michelet, Sarcey's "Le siège de Paris," Verne's stories.

## II. ADVANCED FRENCH.

During the third year the work should comprise the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts are: About's stories, Augier and Sandeau's "Le gendre de M. Poirier," "Béranger's poems," Daudet's "La Belle-Nivernaise," Corneille's "Le Cid" and "Horace," Coppée's poems, Le Brète's "Mon oncle

et mon curé," Madame de Sévigné's letters, Hugo's "Hernani" and "La Chute," Labiche's plays, Loti's "Pêcheur d'Islande," Mignet's historical writings, Molière's "L'Avare," and "Le Bourgeois Gentilhomme," Racine's "Athalie," "Andromaque" and "Esther," Thier's "L'expédition de Bonaparte en Egypte," George Sand's plays and stories, Sandeau's "Mademoiselle de la Seiglière," Scribe's plays, Thierry's "Recits des temps mérovingiens," Vigny's "La canne de jonc," Voltaire's historical writings.

#### GERMAN

The admission requirements in elementary and advanced German are those recommended by the Modern Language Association of America.

#### I. ELEMENTARY GERMAN.

The first year's work should comprise: (1) careful drill upon pronunciation; (2) memorizing and frequent repetition of easy colloquial sentences; (3) drill upon the rudiments of grammar, that is, upon the inflection of the articles, of such nouns as belong to the language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs, also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word order; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in reproducing natural forms of expression; (5) the reading of 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in reproducing from memory sentences previously read.

The second year's work should comprise: (1) the reading of 150 to 200 pages of literature in the form of easy stories and plays; (2) accompanying practice, as before, in translating into German easy variations upon the matter read, also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages; (3) continued drill upon the rudiments of grammar, directed to the end of enabling the pupil, first, to use his knowledge with facility in forming sentences, and second, to state his knowledge correctly in the technical language of grammar.

Stories suitable for the elementary course can be selected from the following list: Andersen, *Märchen* and *Bilderbuch ohne Bilder*; Arnold, *Fritz auf Ferien*; Baumbach, *Die Nonna* and *Der Schwiegersohn*; Gerstäcker, *Germelshausen*; Heyse, *L'Arrabbiata*, *Das Mädchen von Treppi*, and *Anfang und Ende*; Hillern, *Höher als die Kirche*; Jensen, *Die braune Erica*; Leander, *Träumereien* and *Kleine Geschichten*; Seidel, *Märchen*; Stökl, *Unter dem Christbaum*; Storm, *Immensee* and *Geschichten aus der Tonne*; Zchokke, *Der zerbrochene Krug*.

The best shorter plays available are: Benedix, *Der Prozess*, *Der Weiberfeind*, and *Günstige Vorzeichen*; Elz, *Er ist nicht eifersüchtig*; Wichert, *An der Majorsecke*; Wilhelmi, *Einer muss heiraten*. Only one of these plays need be read, and the narrative style should predominate. A good selection of reading matter for the second year would be Andersen, *Märchen*, or *Bilderbuch*, or Leander, *Träumereien*, to the extent of about forty pages. Afterward, such a story as *Das kalte Herz*, or *Der zerbrochene Krug*; then *Höher als die Kirche*, or *Immensee*; next a good story by Heyse, Baumbach, or Seidel; lastly *Der Prozess*.

## II. ADVANCED GERMAN

The work should comprise, in addition to the elementary course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses and modes (with especial reference to the infinitive and subjunctive), and likewise upon word order and word formation.

Suitable reading matter for the third year can be selected from such works as the following: Ebner-Eschenbach, *Die Freiherren von Gemperlein*; Freytag, *Die Journalisten* and *Bilder aus der deutschen Vergangenheit*, for example *Karl der Grosse*, *Aus den Kreuzzügen*, *Doktor Luther*, *Aus dem Staat Friedrichs des Grossen*; Fouque, *Undine*; Gerstäcker, *Irrfahrten*; Goethe, *Hermann und Dorothea* and *Iphigenie*; Heine's poems and *Reisebilder*; Hoffman, *Historische Erzählungen*; Lessing, *Minna von Barnhelm*; Meyer, *Gustav Adolfs Page*; Moser, *Der Bibliothekar*; Riehl, *Novellen*, for example *Burg Neideck*, *Der Fluch der Schönheit*, *Der stumme Ratsherr*, *Das Spielmannskind*; Rosegger, *Waldheimat*; Schiller, *Der Neffe als Onkel*, *Der Geisterseher*, *Wilhelm Tell*, *Die Jungfrau von Orleans*, *Das Lied von der Glocke*, *Balladen*; Scheffel, *Der Trompeter von Säckingen*; Uhland's poems; Wildenbruch, *Das edle Blut*. A good selection would be: (1) one of Riehl's novelettes; (2) one of Freytag's "pictures"; (3) part of *Undine* or *Der Geisterseher*; (4) a short course of reading in lyrics and ballads; (5) a classical play by Schiller, Lessing, or Goethe.

## CHEMISTRY

The examination in this subject implies an acquaintance by recitation and laboratory work with elementary



processes and with the properties of common chemical substances; also a familiarity with the chemical notation in its arithmetical meaning, including the ability to solve simple problems based on the relations expressed by formulas and equations.

The requirements in this subject include the study of both metals and non-metals, and may be met by the use of any good Elementary text-book and laboratory manual, and the presentation of a satisfactory note-book duly certified.

### PHYSICS

The student must present satisfactory evidence that he has completed a year's work in Physics based upon a standard text-book (Carhart and Chute's, Millikan and Gale's, and Gage's are recommended). The course must include at least one two-hour laboratory period per week. To receive credit in Physics a certified note-book *must* be presented showing the student's *original record* of at least forty experiments.

### BIOLOGY

One year's work in Biology may be offered for two points in the preparatory course. The year's work should be equivalent to at least one hundred one hour exercises, consisting of at least one-half laboratory work. The note-book records of laboratory work, certified by the instructor, will be required. The course may consist of one year's work in Zoölogy, or one year's work in Botany, or one-half year's work in each.

It is desirable that considerable field work be done; that the animals and plants be studied in their natural environment. A large amount of data, obtained through accurate observation out-of-doors, forms the best found-

ation for the work to be accomplished in the laboratory and recitation room.

It is more important that a relatively small amount of laboratory work be carefully and thoroughly accomplished by proper laboratory methods, than that a large amount of ground be covered in a superficial and unscientific manner.

For a year's work in Zoölogy, the following texts—supplemented with such laboratory work as time and text would require—are approved: General Zoölogy, by Linville and Kelley; Zoölogy, Descriptive and Practical, by Colton; Introduction to Zoölogy, by Davenport.

For one-half year's course in Zoölogy: Animal Life, by Jordan and Kellogg; Animal Forms, by Jordan and Heath; Practical Zoölogy, by Davison.

For a year's course in Botany: Plants, by Coulter; Elements of Botany, by Bergen; Introduction to Botany, by Stevens.

For a one-half year's course in Botany: such parts—selected by instructor—of one of the above texts, as can be properly handled in the time.

#### HISTORY

##### UNITED STATES HISTORY AND CIVICS.

The student should have a general knowledge of the colonization of the several states, the forms of government that existed previous to the War of Independence, the causes and principal events of that war, the Period of the Confederation and the establishment of the Federal Constitution with the general history subsequent to that event.

##### ENGLISH HISTORY.

In this subject a general knowledge of the social and political development of England is expected of the stu-



dent. This applies in particular to the centuries subsequent to the Norman conquest and to the movements that culminated in the creation of a British Empire and of a limited monarchy.

#### ANCIENT HISTORY, GREEK AND ROMAN.

The student should know the main facts respecting the political development of Greece and the Roman Republic and Empire, and should possess a general acquaintance with Greek and Roman life, literature and art.

Students are admitted to Bates College as candidates for the degree either of Bachelor of Arts or of Bachelor of Science. The degree of Bachelor of Arts is regularly conferred upon those that have included among their courses one year of college Latin. In exceptional cases the degree may be conferred also upon students that have not taken Latin, but, beginning Greek in college, have continued the study of the same through Courses 1 and 2. Students that pursue neither Latin nor Greek receive the degree of Bachelor of Science.

#### ADMISSION GROUPS

To show clearly the requirements for admission the following grouping of the preceding subjects is made. Candidates for admission to the Freshman Class must show adequate preparation in all the subjects of Group I and in enough of Group II to make a total of  $14\frac{1}{2}$  units. To count a unit a subject must be pursued for one school year of thirty-six weeks with five recitation periods per week.

A.B. COURSE		B.S. COURSE	
<i>Group I</i>		<i>Group I</i>	
	Units		Units
English, A and B, (3 years),	3	English, A and B, (3 years),	3
*Latin	3	Modern Language	2
Algebra	1½	Algebra	1½
Plane Geometry	1	Plane Geometry	1
†History	1	History	1
Total required,		Total required	
	9½		8½

A.B. COURSE		B.S. COURSE	
<i>Group II</i>		<i>Group II</i>	
Elementary Greek	2	Elementary Latin	3
Advanced Greek	1	Elementary Greek	2
Elementary French	2	Elementary French (if not offered in Group I)	2
Advanced French	1	Advanced French	1
Elementary German	2	Elementary German (if not offered in Group I)	2
Advanced German	1	Advanced German	1
Chemistry (including note-book)	1	Chemistry (including note-book)	1
Physics (including note-book)	1		
Biology (including note-book)	1		

\* Though three years of Latin will be accepted for admission to the course leading to the degree of Bachelor of Arts, the candidate is strongly urged to present four years. All that present three years only will be required to take two full years of Latin while in college in order to qualify for the above-mentioned degree. See page 67 for a statement about the required college courses in Latin.

† In presenting History for admission, the candidate has the option of presenting either one full year of one history or a half-year of each of two.

Advanced Algebra	$\frac{1}{2}$	Two years of Latin	2
Solid Geometry	$\frac{1}{2}$	Physics (including note-	
Plane Trigonometry	$\frac{1}{2}$	book)	1
Greek History	$\frac{1}{2}$	Biology (including note-	
American History and		book)	1
Civil Government	$\frac{1}{2}$	Advanced Algebra	$\frac{1}{2}$
English History	$\frac{1}{2}$	Solid Geometry	$\frac{1}{2}$
		Plane Trigonometry	$\frac{1}{2}$
		Roman History	$\frac{1}{2}$
		Greek History	$\frac{1}{2}$
		English History	$\frac{1}{2}$
		*Free Hand Drawing	$\frac{1}{2}$
		*Mechanical Drawing	$\frac{1}{2}$
<hr/>		<hr/>	
Total elective	4	Total elective	6

Candidates for the degree of Bachelor of Arts must present in addition to Group I a selection of subjects from Group II aggregating five units according to the valuation there indicated. This selection must include either Elementary Greek, Elementary French, or Elementary German.

Candidates for the degree of Bachelor of Science must present in addition to Group I a selection of subjects from Group II aggregating six units according to the valuation there indicated.

#### A FREE MARGIN OF ELECTIVES

In special cases, other secondary school subjects than those in the above lists, will be accepted. Candidates for admission that wish to avail themselves of this privilege, must present from their Principals full statements both

\* Accepted only from schools fully equipped for work of this character.

of the amount and of the quality of work done in such subjects. Only subjects that require serious intellectual efforts will be considered.

#### "ADMISSION ACCORDING TO THE HARVARD PLAN"

#### NEW REQUIREMENTS FOR ADMISSION TO HARVARD COLLEGE

To be admitted to Harvard College, a candidate

(1) Must present evidence of an approved school course satisfactorily completed; and

(2) Must show in four examinations as explained below that his scholarship is of a satisfactory quality:

#### SCHOOL RECORD

A candidate must present to the committee on admission evidence of his secondary school work in the form of an official detailed statement showing

(a) The subjects studied by him and the ground covered.

(b) The amount of time devoted to each.

(c) The quality of his work in each subject.

To be approved, this statement must show

(a) That the candidate's secondary school course has extended over four years.

(b) That his course has been concerned chiefly with languages, science, mathematics and history, no one of which has been omitted.

(c) That two of the studies of his school program have been pursued beyond their elementary stages, *i. e.*, to the stage required by the present advanced examinations of Harvard College or the equivalent examinations of the College Entrance Examination Board.

## THE EXAMINATIONS

If the official detailed statement presented by the candidate shows that he has satisfactorily completed an approved secondary school course, he may present himself for examinations in four subjects as follows:

(a) English.

(b) Latin, or, for candidates for the degree of S.B., French or German.

(c) Mathematics, or physics, or chemistry.

(d) Any subject, not already selected under (b) or (c), from the following list:

Greek	History	Physics
French	Mathematics	Chemistry
German		

These four examinations must be taken at one time, either in June or in September.

If we interpret the preceding statement correctly, it is evident that, in the application of this new method, it is intended to make the examinations in the different subjects tests of power to take advantage of college work and college methods, rather than upon mere ability to answer questions upon which candidates may have been carefully coached by experts. It will be seen that the new method makes use both of certificates and of appropriate examinations. It does not supersede methods already in vogue. Whether it will ultimately do this, cannot at present be determined. Applicants for admission to Bates choosing to be tested by the new method may have the opportunity.

"If a candidate is admitted, he will be admitted without conditions; if he is refused admission, no credit will be given for examination in the separate subjects in which

he may show proficiency, and the refusal will mean that his school record and his college tests do not show that he has the scholarship which makes his admission desirable."

#### ADMISSION BY CERTIFICATE

Graduates of schools approved by the New England College Entrance Certificate Board are admitted without examination. This Board represents Amherst College, Bates College, Boston University, Bowdoin College, Brown University, Colby College, Dartmouth College, Mount Holyoke College, Wesleyan University, Williams College.

Certificates are passed upon by the individual colleges above named. All schools in New England desiring the certificate privilege should apply to the Secretary of the Board, Professor Frank W. Nicholson, Wesleyan University, Middletown, Conn. before April 1st. Schools outside of New England desiring the certificate privilege should apply to the Registrar of Bates College, Roger Williams Hall, Lewiston, Maine.

Certificates should meet the requirements in full, but certificates covering eight units of the requirements will be accepted and the candidates will be examined on the remaining units. Candidates offering certificates for less than eight units of the requirements must be examined in full. Candidates that have taken preparatory work in more than one school must be certified by the principal of each of the schools in which they have taken work.

Blanks for certificates will be furnished by the Registrar of the College. School diplomas will not be accepted in place of certificates. Certificates that candi-



dates have met the entrance requirements of another college will ordinarily be accepted, provided they cover the usual subjects, or their equivalents, required for admission to Bates College.

#### ADMISSION BY CERTIFICATE OF EXAMINATIONS

Academic diplomas issued by the Regents of the University of the State of New York are accepted in all required subjects covered by them.

Certificates of the New York State Examination Board are accepted.

#### SPECIAL STUDENTS

Students of good character who are prepared to do college work, may be admitted to special courses under the direction of the Committee on Registration. All students who can do so are advised to matriculate for a degree, and no one will be allowed to use the privilege here offered for the purpose of securing a merely nominal connection with the College. Special students are subject to the same regulations regarding attendance and examinations as candidates for degrees, and must take fifteen hours of class-room work per week. No special student will be allowed to continue more than two years in college as such.

#### ADMISSION FROM OTHER COLLEGES

Students from other colleges seeking admission to Bates must present the following credentials: a letter of honorable dismissal, a statement of method of admission, an official statement in detail of studies taken by terms or semesters, with standing in the same, the exact number of terms of attendance, and a marked catalogue of the institution, showing each subject that has been completed.

**EXAMINATIONS FOR ADMISSION TO COLLEGE**

The regular examinations for admission to college begin on Thursday preceding Commencement, and on Tuesday preceding the first day of the First Semester, at 8.30 o'clock A.M., in Room 5, Hathorn Hall. Arrangements may be made for taking examinations at the student's own school on the third Monday preceding Commencement. Principals, wishing thus to assume the responsibility of the examinations, should register their requests for examination papers, stating subjects and number of papers required, with the Chairman of the Committee on Entrance Examinations, Professor F. A. Knapp, 32 Mountain Ave., Lewiston, not later than June 1.

## Courses of Instruction

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Most of the work of the Freshman year is required. Some electives are introduced in the second semester of the Freshman year and are increased in number with each succeeding semester. The essentials of a liberal education are constantly kept in view and the attainment of knowledge is made tributary to the love of study, the habit of investigation, and the tastes and aptitudes of the scholar. The individuality of students is recognized and encouraged without the sacrifice of breadth and thoroughness. Class-room work is supplemented by original observation and research and by a systematic use of the College Library.

While in every department the cultural aim is held constant and controlling, the culture sought is of the kind that pays tribute to life. While not mistaking itself for a professional school or a technical school, the College seeks to make all its instruction practical. Each teacher remembers that forty-three out of every hundred of Bates graduates become educators, and strives to exemplify the best Pedagogy. In addition, the College gives definite courses in Education which, while thoroughly cultural, ensure to those pursuing them a teacher's certificate of the first class from State Boards of Education. In like manner, the courses in Elocution and in English, especially the courses in Argumentation, prove of great value to graduates who engage in public speaking and, in particular, to those who practice Law. So, also, the courses in Biblical Literature and Religion, while having a choice cultural value, are a substantial aid to students contemplating the Christian Ministry—being

accepted as the full equivalent of a year's work in the best Theological Schools. The thorough courses in Chemistry meet the requirements of the best Medical Schools and those in Biology receive equal recognition. The work in Mechanics, in Electricity and Magnetism, and in the Elements of Electrical Engineering, assures to the general student of these subjects an intelligent acquaintance with the great natural forces of the industrial world and enables the prospective engineer to gain, at comparatively slight cost, advanced standing in such a school of applied science as the Massachusetts Institute of Technology.

Students wishing to enter the Maine Medical School after completing a year's work in Bates College must present the complete admission requirements as in the case of students matriculating for the A.B. or B.S. degree. The purpose of such students to pursue a medical course after completing the necessary college work must be attested by a written statement from their parents, or their guardian. A change to regular standing may be made only by special vote of the faculty. Such students are required to take work in Biology, Chemistry, Physics, French or German, and may elect one course in some other language.

#### I. ASTRONOMY

##### 1. Descriptive Astronomy.

Three hours. First semester. Elective for Seniors and Juniors.

##### 2. General Astronomy.

Three hours. Second semester. Elective for Seniors and Juniors.

#### II. BIBLICAL LITERATURE AND RELIGION

1. The Literary Study of the Bible. A study of the chief message of the books of the Bible in the light of

their literary forms. Lectures will be given on the origin and growth of the Bible; its translation into English; and its influence on English literature. For the larger part of the course Moulton's Modern Reader's Bible will be used as a text-book.

Three hours. Second semester. Elective for Freshmen.

2, 3. Oriental History. An outline study of the beginning and development of ancient civilizations and of the beginnings of Christianity. Special attention is given to the great leaders, and to the influence of religion on the development of society.

Three hours. Throughout the year. Elective for Sophomores.

4. Old Testament Literature. A study of the Prophets, Job, and Psalms. Three hours. First semester. Elective for Juniors.

5. New Testament Literature. A study of the origin and contents of the New Testament: the historical situation in which the books originated; the persons to whom they were addressed; the aim of the writers; why and when the documents came to be considered sacred; the religious message of the books.

Three hours. Second semester. Elective for Juniors.

6. The History of Religion. A study of the origin and development of religion, and a sketch of some of the chief religious systems of the world. This involves a consideration of the unity of religion, of the special forms assumed by religion in different tribes and nations, and a comparison of some of the greater religious systems with Christianity.

Three hours. First semester. Elective for Seniors.

7. The Philosophy of Religion. This course starts

with the results obtained in the History of Religion and considers the psychological origin of religion, the philosophical view of the world that religion demands, and some of the great religious doctrines in the light of philosophy. Elective for Seniors that have had three or more semesters in Philosophy.

Three hours. Second semester.

8, 9. Hebrew Language. The elements of the language, and a translation of parts of the historical books of the Old Testament.

Three hours. Throughout the year. Elective for Juniors and Seniors.

10, 11. Advanced Hebrew. Translation of selections from the Prophets and the Psalms.

Three hours. Throughout the year. Elective for Seniors.

### III. BIOLOGY

#### BOTANY

[1. Morphology, Physiology and Ecology of Flowering Plants. The method of instruction in this course is: (1) recitations upon the above subjects, as they are developed by a study of the text-book, by lectures and in laboratory work; (2) laboratory exercises, in which a careful study is made of the morphology of the various parts of the plant body. The seeds, roots, stems, leaves, flowers and fruits are taken up in succession. The structure and relation of these parts to the life processes of the plant are recorded in the laboratory note-book, by means of drawings and descriptive notes. Sufficient time is given to flower analysis, so that each student has such practice as will make him familiar with the method of work. Considerable attention is given to field work.

The aim of this course is two-fold: (1) To give the student a general yet comprehensive knowledge of the



life processes and structure of the flowering plants; (2) to begin the training which is so essential to all scientific work—that of accurate observation.

Two one-hour periods and one two-hour period. Second semester. Elective for Freshmen and Sophomores. Not offered in 1913-1914.]

## 2. Morphology, Ecology and General Classification of the Plant Kingdom.

The work of the course comprises recitations, lectures and laboratory exercises. A study is made of the principles upon which modern classification is based. Type specimens representing the various groups and sub-divisions of the vegetable kingdom are studied with respect to their distinctive characteristics, structure, etc., together with a consideration of the inter-relations of the groups. In the laboratory the student studies and sketches most of the specimens taken up in recitations.

Field work constitutes an important part of this course. Trips are taken into the surrounding country for the purpose of collecting and studying the plants in their natural environment. This field work is especially helpful in fixing in the student's mind the general classification of the plant kingdom.

It is the aim of the course to give the student a knowledge of what organisms are included in the plant kingdom and how these same organisms are grouped in a general classification.

Two one-hour periods and one two-hour period. Second semester. Elective for Freshmen and Sophomores.

## ZOOLOGY

1, 2, and 3. General Principles of Zoölogy; and Morphology, Ecology and General Classification of Inverte-

brate Animals. Instruction is given by recitations and laboratory work. These courses aim to teach first, the general principles of the subject, its history and subdivision, the structure, development and functions of cells, tissues and organs, general embryology, etc.; second, the outlining of the principal groups of the animal kingdom, studying their ecology and morphology. The laboratory work is confined to representatives of the chief groups of invertebrates. Typical forms are studied microscopically or dissected, and careful drawings with descriptive notes must accompany the laboratory work.

This course begins with the Sophomore year and continues for three semesters. One one-hour recitation period and two two-hour laboratory periods. Elective for Sophomores.

4, 5, and 6. Comparative Anatomy of Vertebrates. Instruction in this course is given chiefly by laboratory exercises and lectures. Type representatives of the different classes of Vertebrata are very thoroughly dissected and studied in a comparative way, from the lower forms to the higher. All observations and records are kept by means of drawings and notes. The course is intended especially for those who are particularly interested in biological science, or in the study of anatomy and medicine.

Two two-hour laboratory periods and one one-hour lecture period. This course begins with the second semester of the Junior year and continues for three semesters. Elective for Juniors.

7 and 8. Microscopic Technique and Histology.

In these courses instruction is given by lectures, recitations and laboratory work. A study is made of the parts and use of the compound microscope, together

with laboratory work upon the more essential methods of investigation. This involves practical work upon an invertebrate animal and the different tissues of vertebrates. The student experiments with the important methods of fixing, hardening, staining, dehydrating, clearing, imbedding, sectioning, and mounting objects for microscopic study.

Further, the student is introduced to the general subject of animal histology, by a careful study of the above preparations.

Two two-hour laboratory periods and one one-hour recitation period. First and second semesters. Elective for Seniors.

#### PHYSIOLOGY FOR MEN

I. Physiology, Anatomy, and Hygiene. Instruction in this course is given by lectures and recitations. This course is devoted chiefly to Physiology and Hygiene with emphasis placed upon Hygiene. "The Human Mechanism" by Hough and Sedgwick is used as a text.

Three hours. First semester. Required of Freshmen that do not offer Greek for entrance.

The practical value of the course is greatly augmented through the use of the Bock Stegers anatomical models of the heart, eye, ear, trunk, etc.; also by use of a human skeleton.

#### ORNITHOLOGY

I. Considerable attention is given to the study of Ornithology, apart from that of general zoölogy. In the first semester twelve lectures are given to the Freshman Class on the characteristics of birds—peculiarities of physical structure, flight, utility, song, beauty, intelligence, and migration; on the fossil, sub-fossil, and extinct birds, and on classification. The last lecture is

devoted to the winter birds of Maine. This lecture is preparatory to the work to be done by the class during the winter. Prizes are given to the members of the class that report the longest list of birds observed and carefully identified between the first of December and middle of March. Two prizes are also given to the class for the best winter sketches of not more than two thousand words each.

2. In the twelve lectures given in the spring all the species of the inland birds of Maine are described and the mounted specimens are shown to the class. Four times a week, from the last of March to the middle of June, the members of the Freshman class make early morning excursions of one hour and a half to the fields and woods in search of the birds. From 75 to 130 different species are recognized in one year by the careful observers.

#### IV. CHEMISTRY

Work in this department includes lectures, recitations, and laboratory work, and continues through the Sophomore, Junior, and Senior years. The study begins with lectures and recitations on the non-metallic elements and their compounds. In connection with these subjects the elements of Theoretical Chemistry are taught, and the students are given practice in the solution of a variety of chemical problems.

1. Inorganic Chemistry, the non-metals. This course is devoted to the elementary principles of the science. It deals with the nature and properties of a few common elements and the application of the fundamental laws and theories concerning their combination. Recitations, experimental lectures, and laboratory work.

Three hours. First semester.

2. General and Experimental Chemistry. A contin-

uation of Course 1, dealing largely with the metallic elements and including a few of the more common carbon compounds. Recitations and lectures with laboratory work.

Three periods. Second semester.

Courses 1 and 2 are elective for Sophomores.

3. Qualitative Analysis. An inductive course of basic and acid analysis. Laboratory work, with lectures upon the methods and theories involved.

Three exercises (six hours). First semester. Elective for all who have taken Courses 1 and 2, or their equivalent.

4. A continuation of Course 3. The separation of a large number of mixed compounds. This is followed by an introduction to the study of the compounds of carbon, covering the methane and benzene series and their derivatives.

Three exercises (six hours). Second semester. Elective for those who have taken course 3.

5. Quantitative Analysis. Laboratory practice in the methods of gravimetric and volumetric analysis; separation and estimation of metals, acids, and water of crystallization.

Three exercises (six hours). First semester. Elective for students who have taken Courses 3 and 4.

6. Quantitative Analysis. A continuation of Course 5, with additional work on alloys, ores, and mineral waters, with various complex analyses and their applications.

Three exercises (six hours). Second semester. Elective for students who have taken Course 5.

7. A lecture and reading course. Historical and theoretical chemistry.

Two hours. First semester. Elective for Seniors.

8. Industrial Chemistry. This course combines lectures and laboratory practice on some of the processes of applied chemistry. Bleaching and dyeing, also manufacture of fertilizers, soap, paper, and cement are considered.

Two hours. First semester. Elective for Seniors.

9. Sanitary Chemistry. This is a lecture course dealing with the primary necessities of life—air, food, water, and shelter,—and the subjects closely related to them.

One hour. Second semester. Elective for Seniors and Juniors.

10. Physiological Chemistry. Lectures and laboratory work. The chemistry of digestion is taken up, also the analysis of urine, blood, saliva, and gastric juice. This is followed by the detection of poisons and the action of strong drugs on the system.

Two exercises. Second semester. Elective for Seniors.

11. Assaying. A laboratory course dealing with the principles on which this method of analysis is based, and giving attention mainly to the assaying of the ores of gold, silver, lead, and copper.

Two exercises. Second semester. Elective for Seniors.

## V. ECONOMICS

1, 2. Elementary Economics. A study of the nature and meaning of the principles of Economics and a general survey of such practical economic problems as money, credit, banking, tariff, monopolies, trusts, labor problems, etc.

Three hours. Through the year.

Courses 1, 2 are open to all students above the Freshman class. The courses which follow are open only to those who have had courses 1, 2 or their equivalent.



3. Labor Problems. A study of the wage system, relation of employer and employee, profit sharing, labor co-partnership, trade union policies and methods, industrial arbitration, unemployment, etc.

Three hours. Second semester.

4. Money, Banking, and Commercial Crises. The course includes a study of the principles of money and credit. Some of the topics considered will be: the monetary history of the principal countries; the nature and growth of commercial banking; present banking policies of England, France, Germany, Canada, and the United States, and those problems of money and credit appearing in connection with economic crises.

Three hours. First semester.

[5. Public Finance. This course covers the entire field of finance, but lays chief emphasis on the subject of taxation. Attention will be given to: public expenditures; revenues, including commercial and administrative revenues and those from taxes; legislation and administration, and public credit.

Three hours. Second semester. Not given in 1913-1914.]

6. Principles of Sociology. This course will include a study of the theories of social progress, a consideration of the factors and forces which have held society together and resulted in its development and of the leading social institutions in their relation to social well being.

Three hours. First semester.

7. Applied Sociology. A discussion of certain social problems of modern life, with reference, on the one hand, to biologic and economic causes and, on the other hand, to policies and agencies directed toward the improvement of existing conditions.

Three hours. Second semester.

## VI. ENGLISH

1. Rhetoric and English Composition. Recitations, themes, lectures, conferences, and required reading. A systematic study of paragraphing and description.

Three hours. First semester. Required of Freshmen.

2. Rhetoric and English Composition. Recitations, themes, lectures, conferences, and required reading. A systematic study of exposition and narration.

Three hours. Second semester. Required of Freshmen.

When a student completes courses 1 and 2, he receives a provisional pass mark. If at any time later in his college course he is found to be deficient in his English, he is required to do additional work until such deficiencies are corrected.

3. Argumentation. A systematic study of the principles of argumentation. In the recitations, careful attention is given to the analysis of propositions, methods of briefing, the employment of evidence in the proof, refutation, the preparation of forensics from briefs, and the oral debate. Class debates furnish training in extemporaneous debating, and, also, serve to illustrate the principles studied in the recitation.

Three hours. First semester. Required of Sophomores.

4 a. Narrative and Descriptive Composition. A special study is made of the short-story, the novelette, and dramatic composition. Lectures, conferences, reports and themes. This course is open only to Sophomores with a high rank in English 1 and 2.

Three hours. Second semester.

4 b. Advanced Composition. A study of the technique of composition and practice in the various forms. Some attention is given to journalistic writing.

Daily and weekly themes are assigned. Lectures, conferences, and reports. This course is open to all Sophomores and is intended to follow and supplement English 1 and 2.

Three hours. Second semester.

5. Advanced Argumentation. In this course a thorough review is made of the principles of argumentation and debating. This work will include the preparation of numerous briefs and forensics, and daily practice in debating. Open to a limited number of Sophomores, Juniors, and Seniors who have shown ability in previous work in argumentation.

Three hours. Second semester.

6. American Literature. A study of the historical development of American Literature, with special reference to contemporary movements in society, politics, and religion. Reports, lectures, and discussions.

Three hours. Second semester. Elective for Sophomores.

7. a. History of English Literature to the end of the Elizabethan Age.

b. The drama. Lectures on the origin and development of the drama and its history from Aeschylus to Shakespeare. Critical study of selected plays of Shakespeare, with required reading of other works of the Elizabethan Age.

Four hours. First semester. Required of Juniors.

8. Literature of the Seventeenth and Eighteenth Centuries. Critical study of selected works of prose and poetry, with lectures on the literary history and biography of the period. Required reading of other works, with research in the Library, reports, abstracts, and discussion in class.

Four hours. Second semester. Elective for Juniors.

9. Lectures on literary criticism, with special reference to fiction. Reading of selected works of the Nineteenth Century. Investigation of topics in literary history and criticism. Current literature.

Four hours. First semester. Elective for Seniors.

10. English Literature of the Nineteenth Century. Special study of Tennyson and Browning.

Four hours. Second semester. Elective for Seniors.

11. Teachers' Course. Designed for those who expect to teach English in secondary schools.

Extra, one hour. Second semester.

#### SOPHOMORE PRIZE DEBATES

Preliminary Debates.—All Sophomores are required to take part in these debates, the subjects of which are announced in the first term of Freshman year. A prize for excellence in debate is awarded in each division of the class.

First semester.

Champion Prize Debate.—The six speakers presenting the best arguments in the Preliminary Debates participate in the Champion Prize Debate; all other Sophomores present Essays on a prescribed subject, in competition for a prize.

Second semester.

#### REQUIRED COMPOSITION WORK OF JUNIOR AND SENIOR YEARS

This work, in continuation of that done in courses 1 to 4, is required of all members of the Junior and Senior classes, whether they elect English or not. An essay is presented in each semester, as follows:

12<sup>1</sup>. Essays based on the study of masterpieces of Exposition or Persuasion.

Junior year, first semester.

13<sup>1</sup>. Theses on subjects requiring extended investigation.

Junior year, second semester.

14<sup>1</sup>. Original declamations on assigned subjects. Each member of the Class reads his declamation before a committee, by whom the best twelve are selected for delivery in a prize contest on the evening before Ivy Day.

Junior year, second semester.

15<sup>1</sup>. Essays in criticism of some classic in English or American fiction.

Senior year, first semester.

16<sup>1</sup>. Original Parts for the Senior Exhibition. Each student reads his part before a committee, who choose twelve to speak in the Exhibition.

Senior year, second semester.

17<sup>1</sup>. Commencement Parts. Every member of the class writes a part, but the Commencement speakers are chosen on the basis of scholarship.

Senior year, second semester.

## VII. FRENCH

1, 2. Beginners' French. Pronunciation, Grammar, Reading, Composition.

Three hours. Through the year. Required of Freshmen that do not present French for admission.

3, 4. Intermediate French. A course in general and historical prose. Grammar and Composition.

Three hours. Through the year. Open to Freshmen. Elective for students that have passed in course 2 or who have passed the examination in Elementary French for admission.

5, 6. Advanced French. Reading in authors belonging to special periods of French Literature.

Three hours. Through the year. Elective for stu-

dents that have passed course 4 or that have passed the examination in Advanced French for admission.

7, 8. French Composition and Conversation. The course furnishes practice in speaking and writing French. It consists of dictations, composition, readings and talks in French and aims to enable the student to understand readily French when spoken and to give him thorough training in the use of the idioms of the language.

Three hours. Through the year. Elective for students that have passed in course 6 and for others with the consent of the instructor.

9, 10. General Survey of French Literature. Lectures, reading, themes.

Three hours. Through the year. Elective for students that have passed in course 6.

11, 12. French Literature of the Sixteenth and Seventeenth Centuries. Lectures, themes and collateral reading.

Three hours. Through the year. Offered in alternate years. Offered in 1913-14.

Elective for Juniors and Seniors and such others as may satisfy the instructor of their ability to undertake the course.

[13, 14. French Literature in the Eighteenth Century. Lectures, translation, collateral reading, and written tests. Three hours. Through the year. Elective for Juniors and Seniors and such others as may satisfy the instructor of their ability to undertake the course. Not offered in 1913-14.]

15, 16. French Literature in the Nineteenth Century. Lectures, translation, collateral reading, and written tests. Three hours. Through the year. Offered in alternate years. Not offered in 1913-14. Elective for



Juniors and Seniors and such others as may satisfy the instructor of their ability to undertake the course.

### VIII. GEOLOGY

#### 1, 2. General Geology.

Through the year. Three periods of one or two hours each. Elective for Juniors and Seniors.

#### 3. Physiographic Geology.

First semester. Three periods of one or two hours each. Elective for students that have passed Geology 1 and 2.

#### 4. Geography.

Second semester. Three periods of one or two hours each. Elective for students that have passed Geology 1 and 2.

### IX. GERMAN

The study of German is required during the Freshman or Sophomore year and is elective during the remainder of the course, three hours per week.

The aim of the required work is the acquisition of a thorough knowledge of the fundamentals of German grammar and the ability to translate into good English all texts read, an introduction to the masterpieces of the German drama of the classical period, a general knowledge of the history of German Literature, and a comprehensive view of the tendencies in German literature since Goethe's death.

Careful drill in pronunciation and the intelligent reading of the German text are insisted upon. Some practice in conversation is given, and German is used in the class-room as far as is deemed advisable by the instructor. In the elective courses a large amount of collateral reading outside the class-room is expected. Advanced grammar and composition are not lost sight of throughout the

course, although no specialty is made of these subjects after the first year.

1, 2. Elementary Course. Grammar, composition, pronunciation, dictation, reading of graded selections of German prose and poetry.

Three hours. Through the year. Elective for Freshmen that present French for admission; required of Sophomores that have not taken the equivalent.

3, 4. Intermediate Course. Modern prose, narrative and dramatic. Selected works from such authors as Baumbach, Freytag, Grillparzer, Heyse, Keller, Reihl, Storm, and Wildenbruch. Review of the grammar of the first year, and study of the syntax based on the texts read. Prose composition.

The purpose of German 3 and 4 is to give the student facility in reading standard modern narrative prose.

Three hours. Through the year. Required of the Freshmen that present advanced French and elementary German for admission. Elective for Sophomores and for Juniors that have had German 1 and 2.

5, 6. Introduction to German Literature of the Eighteenth Century. Selected dramas from Lessing, Goethe, and Schiller. The purpose of German 5 and 6 is an introduction to the latest classical period in the history of German Literature. The work of the first term will deal mainly with Lessing, and with the Storm and Stress period as exemplified in the early works of Goethe and Schiller; during the second term emphasis will be laid on the later works of Goethe and Schiller as expressive of the classical sympathies of the two poets.

Three hours. Through the year. Elective for Juniors. German 5 and 6 can be pursued to best advantage by Juniors that have had German 3 and 4. Juniors that

have had only German 1 and 2, and that do not plan to elect German 7 and 8, are recommended to elect German 3 and 4.

7. Goethe's Faust. Part I and selected portions of Part II. In addition to a critical study of the text, special attention is given to the genesis and development of the Faust legend, and to the life of Goethe as reflected in Faust. Collateral reading in connection with the Faust theme.

Three hours. First semester. Elective for Seniors only.

8. Introduction to German Literature of the Nineteenth Century. A rapid survey of the most important movements of the nineteenth century, with illustrative readings from various representative writers. The work in the class room will be supplemented by lectures, reports, and collateral reading.

Three hours. Second semester. Elective for Seniors.

9, 10. Outline History of German Literature. German 9 and 10 are intended primarily for Juniors that presented advanced French and German for admission, and have taken German 5 and 6. The work in the history of the literature, one hour a week, will be supplemented by an intensive study of some literary movement or author of the nineteenth century. The subject for 1913-1914 will be The Romantic School in Germany.

Three hours. Through the year. Elective for Juniors after consultation with the instructor.

11, 12. Scientific German. These courses are intended for students that wish to acquire a reading knowledge of scientific German. During the first term a general science reader, such as Meisnest's Introduction to Scientific German, Wait's German Science

Reader, or Wallentin's *Grundzüge der Naturlehre* is used. The work of the second term depends largely upon the demands of the class. If desired, a monograph dealing with some particular phase of biology, chemistry, or physics is read.

One hour. Through the year. Elective for Juniors and Seniors.

13, 14. Teachers' Course. German 13 and 14 are presented to students wishing to teach German. The work includes a general review of German grammar, the essentials of phonetics, practice in German conversation, and a discussion of the problems, aims, text-books, and theories of instruction with respect to the German language and literature.

One hour. Through the year. Elective for Seniors.

#### X. GREEK

The courses in Greek are so arranged as to give the student a first-hand acquaintance with nearly all the divisions of the wide and varied field of Classical Greek Literature—Epic and Lyric Poetry, the Drama, the Historians, the Orators, Plato and Theocritus. The foremost purpose is to lead to an appreciation of the individual masterpieces read. At the same time the student is encouraged to become acquainted with the entire groups of which these separate works are specimens, and with the history, civilization and art of the periods to which they belong. Lectures and class and individual assignments of library work serve to enlarge the outlook gained from study of a single text. With the same end in view as many additional works as possible are covered through sight reading, and the reading and discussion of translations. While drill in grammar and syntax is not made the main end, accuracy and precision in these subjects are

insisted upon throughout the course. Another constant purpose is to prepare intelligent and enthusiastic teachers of the Classics.

Courses 1 and 2 are required for all Freshmen that offer Greek for entrance. Students that expect to teach Greek or Latin, or that desire to secure a fairly complete classical course, are advised to continue Greek at least through their Sophomore year, taking courses 3 and 4, or 5 and 6. These courses are open also to Juniors. Courses 7 and 8 also are recommended to those who expect to teach Greek. Course 7 is a valuable course for general culture, and requires no knowledge of the Greek language.

1. The Odyssey, selections from Books I-XII.

Three hours. First semester. Required of Freshmen that present Greek for entrance.

2. Lysias, Selected Orations. Study of Athenian Life, based on Gulick's *Life of the Ancient Greeks*.

Three hours. Second semester. Required of Freshmen that present Greek for entrance.

[3. The Greek Tragic Poets. At least two plays will be read in the Greek and others in English versions.

Three hours. First semester. Elective for Sophomores and Juniors. Not offered in 1913-1914.]

[4. Plato, *Apology* and *Crito*, and selections from the *Republic*.

Three hours. Second semester. Elective for Sophomores and Juniors. Not offered in 1913-1914.]

5. Iliad of Homer; reading of selected books, and of intervening passages in English versions, with a view to acquiring a knowledge of the Iliad as a whole.

Three hours. First semester. Elective for Sophomores and Juniors.

6. Greek Lyric Poetry and the Idyls of Theocritus. Three hours. Second semester. Elective for Sophomores and Juniors.

7. Greek Civilization and Literature. The first half of the semester will be devoted to a study of the social, religious, artistic, and political development of the Greek race, from the pre-historic period to the time of Alexander. The work will be in the form of lectures, with assigned collateral reading. In the latter half of the semester Fowler's "Ancient Greek Literature" will be used as a text-book, supplemented by translation by the instructor of portions of selected works and by reading of others in English versions by the students. This course is open to all Juniors and Seniors, whether they have studied Greek or not.

Three hours. First semester. Elective for Juniors and Seniors.

8, 9. Greek Composition.

One hour per week, first and second semesters. Elective for Sophomores, Juniors and Seniors.

In alternate years these courses will be replaced by

[8a. 9a. Elementary Greek Composition. In these courses attention is given particularly to drill in paradigms and constructions. One hour per week, first and second semesters. Elective for Sophomores and Juniors. Not offered in 1913-1914.]

The following courses are designed for students that enter college with a preparation in French or German instead of Greek, and who wish to begin Greek in the Freshman year. The same credits are given for these courses as for Courses 1 to 4. Students that have completed Course 4a may, in their Junior year, enter upon Course 1, or, with the approval of the instructor, upon Course 3 or 5.



While courses 1a to 4a are open to all students that enter college without preparation in Greek, they are of peculiar interest to students that, entering without Latin, desire to qualify for the degree of A.B. For such students the completion of courses 1a to 4a, followed by courses 1 and 2, or a year of more advanced work in Greek, is counted an equivalent for the preparatory and college Latin required for the degree of A.B.

1a and 2a. White's First Greek Book and Xenophon's Anabasis, Book IV.

Three hours. First and second semesters. Elective for Freshmen.

3a. Selections from Lucian and Herodotus. Review of Grammar and Syntax.

Three hours. First semester. Elective for Sophomores.

4a. Homer, Selected Books from the Iliad or Odyssey.

Three hours. Second semester. Elective for Sophomores.

## XI. HISTORY AND GOVERNMENT

### HISTORY

*Other courses in history are given in the department of Biblical Literature and Religion.*

1. Mediæval Europe. A survey of the Roman Empire, the invasions of the German tribes, and a more detailed study of the development of France, Germany, and Italy throughout the Mediæval period. Special attention is given to such topics as Feudalism, the Crusades, the Church, and the Renaissance.

Three hours. First semester. Elective for Sophomores.

2. The Modern Age. The development of the lead-

ing Continental European nations up to the present time. A detailed study of the political and constitutional development of England is made. Course 1 must precede Course 2.

Three hours. Second semester. Elective for Sophomores.

Courses 1 and 2 are considered fundamental to all later work in history and are also valuable in preparation for many courses in other departments.

3. American History to 1800. A study of the establishment of the various European Colonies in America, their expansion, their political, social, and economic development, the struggle between the French and the English for the possession of North America, the causes and progress of the Revolutionary War, the formation of the Constitution, and the rise of political parties.

Three hours. First semester. Elective for Juniors and Seniors.

4. American History, 1800 to the present time. Attention is centered upon the growth of nationality, upon the political phase of the controversy over slavery, upon the Civil War and Reconstruction, and upon the more important features of recent American History. Course 3 must precede course 4.

Three hours. Second semester. Elective for Juniors and Seniors.

5. Europe in the Nineteenth Century. Mainly political, introductory to European politics of the present day. A preliminary study is made of the characteristic features of the Ancient Regime and of the French Revolutionary and Napoleon periods.

Three hours. First semester. Elective for Juniors and Seniors.

Professor Gould.

6. The Teaching of History. A study of the problems of secondary instruction with particular reference to history. Lectures on the place of history, the selection and use of text-books and other aids to historical instruction. Lesson plans and the results of observation of actual teaching will be discussed. The teaching of civics will receive some attention. This course is open to students who have had a minor in history.

Three hours. Second semester.

8. Greek and Roman Statesmanship. Greek and Roman History, studied with special reference to the problems encountered by statesmen in foreign relations and domestic politics.

Three hours. Second semester. Elective for Freshmen. Professor Chase.

See also, in the Greek Department, Course 7, Greek Civilization and Literature.

#### GOVERNMENT.

1. American Federal Government and Party System. A study of the American Government, its executive, legislative and judicial departments, together with a study of the relation of the states to the nation and the American Party System, including a sketch of parties, party leaders and of presidential elections, with a study of party machinery and current party problems. Comparisons will be made with two or three European governments, particularly with reference to England.

Three hours. First semester. Elective for Juniors and Seniors.

2. State and Municipal Government in the United States. During the first part of the semester the state governments will be considered with attention to the problems which they present in the light of recent social and industrial developments. Most of the time will be

given to a study of municipal government. This study will include: the history and development of municipal government in America; the organs of city government and their relation to each other; the relation of the municipality to public service corporations, and the problems of municipal ownership.

Three hours. Second semester. Elective for Juniors and Seniors.

## XII. HOUSEHOLD ECONOMY

A department in Household Economy was opened in 1911. The purpose is to deepen interest in Woman's Work by directing those who are becoming intellectual women to their special contribution to civilization in the home problems of the nation, the city, the town, the institution, or the private home. Its trend is cultural rather than vocational, as best fitted to the Academic College.

I. The work is presented in two courses.

### BACTERIOLOGY AND SANITATION

These courses aim at making the student a more effective member of the home and of the community through an appreciative acquaintance with approved modern methods of household and municipal sanitary administration.

Part I, Bacteriology, deals with the place of the microscopic fungi in nature, and with the structure, life history, and vital activities of yeasts, molds, and various types of bacteria. This study makes possible an understanding of the principles that govern growth and reproduction.

One hour. First semester. Required of Sophomores.

Part II, Sanitation, applies these principles to the problems of personal, household, and municipal cleanliness; the construction and care of storage facilities; care,

inspection, and sale of food supplies; construction and care of sanitary appliances; drainage; the disposal of wastes; disease, infection, immunity; the sick room; care of the public health, etc. Illustrations are taken from examples of progressive municipal sanitary practice. The place of bacteria in the industries, and their relation to the fertility of the soil are also briefly discussed. Lectures, papers, discussions.

One hour. Second semester. Required of Sophomores.

#### HOUSEHOLD MANAGEMENT

In this course is discussed the wise division of the income for different needs; for food, housing, educational opportunities, amusements, social betterment, together with questions of marketing, selection of meats, etc., for greatest economy and nutrition, of diet for sick and well, of choice of architecture for home, location, lighting, ventilation, of furnishings for utility and beauty, and economy and suitability in clothes.

One hour. Through the year. Elective for Juniors and Seniors.

#### XIII. LATIN

Latin is offered throughout the four years, three hours a week, except in Latin A and Latin 4a. The courses for Juniors and Seniors are given in alternate years, and are open to both classes.

The courses of study in this department have been arranged with the belief that an acquaintance with Latin literature is an essential of real culture. An effort is made to cultivate the ability to read Latin easily and at sight, to secure grace in translation, an appreciation of the literary worth of the author, and a clear mental picture of the life and times in which each wrote.

Students intending to devote themselves to the teaching of Latin are advised to pursue the study of Latin for at least three years, and of Greek for at least two.

Latin A. A thorough review of the fundamental principles of Latin Grammar, and the study of selections from Vergil's *Æneid*

Four hours. Through the year. Required of Freshmen that offer only three years of Latin for admission and are candidates for the degree of Bachelor of Arts.

1. Livy: Egbert's Selections.

Three hours. First semester. Required of Freshmen that offer Advanced Latin for admission and are candidates for the degree of Bachelor of Arts.

2. Horace: Odes, Epodes, and *Carmen Saeculare*.

Three hours. Second semester. Required of Freshmen that have taken Latin I and are candidates for the degree of Bachelor of Arts.

3. Cicero: *De Senectute*, *De Amicitia*, and Tusculan Disputations, Book I.

Three hours. First semester. Elective for Sophomores.

4. Latin Comedy: Two plays of Plautus, and one of Terence.

Three hours. Second semester. Elective for Sophomores.

4a. Latin Composition. This course is designed to meet the needs of students that expect to teach Latin.

One hour. Through the year. Elective for Sophomores.

5. Juvenal: Selected Satires. Martial: Selected Epigrams.

Three hours. First semester.

Elective for Juniors and Seniors that have completed at least one elective course.

6. Tacitus: Selections.

Three hours. Second semester.



Elective for Juniors and Seniors that have completed at least two elective courses.

[7. Pliny the Younger: Selected Letters. Tibullus, Propertius, and Ovid: Selected Elegies.

Three hours. First semester. Elective for Juniors and Seniors that have completed at least one elective course. Not offered in 1913-1914.]

[8. Horace: Selected Satires and Epistles.

Three hours. Second semester. Elective for Juniors and Seniors that have completed at least two elective courses. Not offered in 1913-1914.]

#### XIV. MATHEMATICS

1. Algebra and Solid Geometry. Ratio and proportion, variation, series, binomial theorem, undetermined coefficients, logarithms, permutations and combinations, continued fractions, theory of equation, graphic algebra, Metzler, Roe and Bullard's College Algebra. This portion of the work closes before the holiday vacation, and the remainder of the semester is given to solid geometry, which includes polyhedral angles, the various solids bounded by planes, the cone, the cylinder, and the sphere. This course includes a large amount of original work in demonstration and computation. Phillips and Fisher's Elements of Geometry.

Three hours. First semester. Required of all Freshmen for the B.S. degree; elective for the A.B.

2. Solid Geometry and Trigonometry. Plane Trigonometry with problems and applications. Phillips and Strong's Trigonometry.

Three hours. Second semester. Required of all Freshmen for the B.S. degree; elective for the A.B.

3. Spherical Trigonometry, Surveying and Plane Analytic Geometry. This is a continuation of Course 2,

with problems and applications to astronomy. This portion of the work closes the fourth week and the remainder of the time before the holiday recess is given to surveying which includes the theory of chain, compass, and transit surveying, leveling, the adjustment and use of instruments, computation of area, and scale drawings. Hodgman's Land Surveying. The remainder of the term is given to Plane Analytic Geometry. A study of the point and line. Tanner and Allen's Analytic Geometry.

Three hours. First semester. Elective for Sophomores.

4. Analytic Geometry. A continuation of course 5. The circle and transformation of co-ordinates, conic sections, equation of second degree, elements of solid analytic geometry.

Three hours. Second semester. Elective for students that have taken Course 3.

5. Differential Calculus. Differentiation of algebraic and transcendental functions with application to problems, change of the variables in derivatives, maxima and minima of functions of two or more independent variables, curve tracing, envelopes. Osborne's Differential and Integral Calculus.

Three hours. First semester. Elective for students that have taken courses 3 and 4.

6. Integral Calculus. Various methods of integration with applications.

Three hours. Second semester. Elective for students that have taken the previous courses.

7. Integral Calculus completed and Differential Equations. Integration as a summation, successive integration, surface, volume and moment of inertia of any

solid, centre of gravity, pressure of fluids, force of attraction. This portion of the work closes with the tenth week of the first semester and the remainder of the semester is given to Differential Equations (Elementary course). Solution of ordinary and partial differential equations with applications to geometry and physics. Campbell's Differential Equations.

Three hours. First semester. Elective for students that have taken courses 3 to 6 inclusive.

8a. Differential Equations completed. This is a continuation of course 7 and closes before the spring vacation.

8b. Determinants and Theory of Equations. This course is devoted to determinants, complex quantities, properties of polynomials, general properties of equations, symmetric functions, limits and separations of the roots of an equation, elimination and solution of numerical equations. Barton's Theory of Equations.

Three hours. Last eleven weeks of the second semester. Elective for Seniors.

#### XV. ORATORY AND VOICE CULTURE

The required work in Oratory of the Freshman and Sophomore years, is largely preparatory in its nature, and deals with the technical side of Public Speaking. The student is shown the relation of the mind to Vocal and Pantomimic Expression, and is taught to think more clearly and definitely. Concentration, sequence of ideas and conception are studied the Freshman year, and the logical action of the mind, as shown by the various methods of emphasis, is discussed and exemplified the Sophomore year. Vocal and Pantomimic training is studied and attention is called to faults of tone and bearing, and to mannerisms and defects in speech.

1. The study and development of elemental thought processes as related to Vocal Expression. Attention. Sequence of Ideas. Conception.

Vocal Training. Correct method of breathing. Openness of tone passage. Preparatory actions for speech. Ease, freedom, and openness in tone production. The study of articulation, enunciation, and pronunciation.

One hour. Second semester. Required of Freshmen.

Prize Speaking, in which every member of the Freshman Class is prepared by special instruction and drill, and in which the principles studied in class are applied to public speaking.

2. The development of the Logical Instinct in speaking. The study of Emphasis and its various forms of expression. Inflection. Change of Pitch. Pause. Antithesis. Subordination. Movement. Force.

Vocal Training, to secure control of breath and elasticity of tone.

One hour. First semester. Required of Sophomores.

Prize Speaking, in which every member of the Sophomore Class is prepared by special instruction and drill.

3. Public Speaking. Beginning with the simplest forms of extempore speaking, each student is required to describe before the class something from his own experience, as a visit to some large city, a noted building, a work of art, a journey taken, until some freedom in speaking before the class has been gained and then the parts of the speech (the introduction, statement, body and conclusion) are studied and more finished speeches are made by the students. These speeches are criticized for form and manner of delivery, by the students and instructor.

One hour. Second semester. Elective for Sophomores.

Special training for students competing for the Junior Exhibition.

4. Public Speaking (continued). This course is open to the members of the Junior and Senior classes who have completed the preceding courses. The various forms of "Speeches for Special Occasions" are studied and original examples are presented by each member of the class.

One hour. First semester.

5. Development of the Dramatic Instinct. The study of a Shakespearian play and short scenes from the old comedies.

One hour. Second semester. Elective for Seniors.

6. Class in Methods of Teaching Elocution and Oratory designed to aid those who may have to coach students in Prize Speaking contests and Graduating Parts.

One hour. Second semester. Elective for Seniors.

## XVI. PHILOSOPHY

1. Christian Ethics. The aim of this course is to derive from the life and teachings of Christ the ideals and principles that are permanently applicable to human conduct, and to show their relations to the problems of individual character and of social progress presented in the life of to-day. The Bible and Stalker's "Life of Christ" are used as text-books. There is a constant endeavor to make the work practical. To this end, topics requiring special reading are assigned, essays and discussions are prescribed, and occasional talks and lectures are given.

One hour. First semester. Required of Freshmen.

2. Psychology. A general, introductory study of

the principles of mental activity. So far as possible, mental life is studied in relation to neural conditions, and to biological science. It is the constant aim to translate principles into facts; to explain abstractions by particular instances. Simple experiments for purpose of demonstration are introduced. So far as possible in an introductory course, the subject is so studied as to be of practical benefit to teachers.

Three hours. Second semester. Required of Juniors; elective for Sophomores.

3. Advanced Psychology. A more intensive study of some of the mental phenomena treated only cursorily in Course 2, and an examination of many there altogether omitted. Of the latter, mention may be made of some aspects of Comparative Psychology, Hypnotism and Suggestion, Social Psychology, and of Genetic Psychology, so far as this throws light upon the problems of education.

Three hours. First semester. Elective for those who have had Course 2.

4. The History of Philosophy, a general, introductory course designed to acquaint the student with the persistent problems of philosophy as they have developed historically. The work begins with a brief resumé of Greek philosophy, as these problems first presented themselves to mankind. The development of Modern Philosophy from Descartes to Hegel and Schopenhauer is traced in more detail. Finally, to bring the development down to the present, attention is given to the work of such representative men as Spencer, Eucken, and Bergson.

Three hours. First semester. Open to those who have had Course 2. Alternate years. (Not given in 1914-15.)



5. Current Philosophical Thought. This course is designed to give the student an acquaintance with the problems of thought as they have been modified in the light of modern science. Such theories as Idealism, Realism, Materialism, Vitalism, Evolution, Pragmatism will be studied in detail. Construction, not merely criticism, will be the end sought.

Three hours. First semester. Open to those who have had Course 2. Alternate years.

6. Ethics. A study of various ethical theories with a view to finding a satisfactory basis for both civic and personal morality. The influence of Evolution upon Ethical Theory will be discussed and the metaphysical implicates of Ethics examined. The text will be supplemented by required reading, reports and informal discussions.

Three hours. Second semester. Elective for Seniors.

7. Logic. This course is designed not merely to acquaint the student with the principles of formal logic, but to enable him to utilize the knowledge gained in analyzing and evaluating argument. Theory is not disregarded, but practical value is made paramount. By actual practice in detecting fallacies the student is put upon his guard against error both in his own thinking and in the thought of others. Deduction and Induction are each studied in this way, especial attention being given to their application to argumentation.

Three hours. Second semester. Elective for Seniors and Juniors. Alternate years. (Not given in 1914-1915.)

#### EDUCATION

The purpose of the following courses in Education is twofold: First, to acquaint the student with the general

nature, function, and importance of education as one of the institutions of society for its own development; second, to give the student a clear conception of the educative process psychologically considered, and to help him to develop from such knowledge the principles of classroom methods and management. Theory is emphasized for the sake of breadth of view and perspective, though always with the understanding that the fruit of theory is correct and effective practice. The courses are designed to cover the requirements of the various States for work in this department.

1. History and Philosophy of Education. The course begins with a study of the educational practices of some of the nations of antiquity and of the Orient with a view to discovering how far and in what way their national characteristics have been shaped by their educational methods. Following this, the development of the occidental conception of education is traced down through the dominating ideas of the mediæval world and in the theories of modern reformers from Rousseau to Spencer.

The Philosophy of Education is designed to give the student a clearer and a broader conception of the nature and importance of education as a function of society, and of its value for the individual.

Three hours. First semester. Elective for Seniors.

2. Methods and Management. A study of the principles of mental growth and the concrete application of such knowledge to the special problems of the teacher. Such practical subjects as The Formal Steps in the Recitation, the Study Hour, Punishment, School Routine, etc., are made topics for extended reading and discussion.

Three hours. Second semester. Elective for Seniors.

## FINE ARTS

A course designed to give the student the basis for an intelligent appreciation of the fine arts, Architecture, Sculpture, Painting and Music. Literature, since it already occupies so large a place in the curriculum, is introduced only for the sake of comparison and illustration. Each art is studied (1) for the sake of a historical background, and (2) in order to get acquainted with its elements and principles. Critical judgment and taste are sought by a constant examination of representative work.

Three hours. First semester. Elective for Juniors and Seniors.

## XVII. PHYSICS

1. Elementary Mechanics and Heat. Recitations, with special attention to the solution and discussion of numerous practical problems, and laboratory work in precise measurements.

Three recitations and one laboratory period per week. Second semester. Required of Freshmen who are candidates for the B. S. degree.

2. Elementary Light and Sound. A continuation of course 1.

Two recitations and one laboratory period per week. First semester. Required of Sophomores who are candidates for the B. S. degree.

3. Elementary Electricity and Magnetism. A continuation of course 2.

Two recitations and one laboratory period per week. Second semester. Required of Sophomores who are candidates for the B.S. degree.

4, 5. General Physics. A course for students intending to take the A. B. degree and teach Physics in a High School. This course will emphasize the cultural rather than the technical side of the subject. It will comprise

recitations and laboratory work with lecture table experiments.

Two recitations and one laboratory period per week. First and second semesters. Elective for Sophomores.

6, 7. Physical Laboratory. Three two-hour periods per week. First and second semesters. This course is designed to give the students a good working knowledge of practical physics. The apparatus available is of high grade, making accurate results possible. The course is open to Juniors who have passed the Sophomore Physics and Sophomore Mathematics with credit.

[8. Physical Laboratory (advanced course). A continuation of the above. First semester of Senior year. Three three-hour periods per week. Elective for Seniors who have completed 6, 7. Not given in 1913-14.]

9. Dynamos and Motors. Direct and alternating current theory and practice. Three recitations per week. First semester. Elective for Seniors who have completed the Junior work in Physics and Mathematics.

10. Analytical Mechanics. Three recitations per week. Second semester. Elective for Seniors who have studied Calculus.

#### MECHANICAL DRAWING

The courses in drawing are designed to meet the requirements of students intending to study either civil, mechanical, or electrical engineering. The work is made as practical as possible.

1, 2. Mechanical Drawing. The use of instruments. Geometrical problems and projection. Simple mechanical details. Introductory to all courses in drawing. Three periods per week. First and second semesters of Freshman year.

3. Descriptive Geometry. Recitations and drawing. A continuation of course 1. Three periods per week. First semester of Sophomore year.

4. Machine Drawing. Elementary course. Three periods per week. Second semester of Sophomore year.

5. Topographical Drawing. Three periods per week. Second semester of Sophomore year.

#### XVIII. SPANISH

[1, 2. Elements of Spanish.

Through the year. Three hours. Elective for Seniors, Juniors, and Sophomores. To be given in 1914-1915.]

3, 4. Advanced Spanish. Through the year. Three hours.

#### XIX. HYGIENE AND PHYSICAL EDUCATION FOR MEN

##### HYGIENE

The Director of Physical Training gives each young man entering the Freshman Class a thorough physical examination during the first term of his attendance at College. From the measurements and strength tests taken, a chart is made out for each student, showing his size, strength, and symmetry, in comparison with the normal standard, and also what parts of the body are defective either in strength or development. A handbook containing the exercises prescribed for the correction of any physical defects shown by his chart, and giving specific directions in regard to diet and bathing, is furnished each student.

When any student is found defective in vision, he receives from one of the college oculists the specific treatment that his case may require.

## Oculists

ANSON A. COBB, M.D.,  
236 Main Street, Auburn

CHARLES E. NORTON, M.D.,  
118 Lisbon Street

FREDERICK S. WAKEFIELD, A.B., M.D.,  
342 Main Street

GEORGE P. EMMONS, A.M., M.D.,  
147 Lisbon Street

1, 2. Hygiene. A course of practical lectures dealing with certain phases of personal hygiene: ways and means of securing and conserving health; habits; causes of disease; carriers of disease; defences against disease.

One hour. First and second semesters. Required of Sophomores.

## PHYSICAL TRAINING

1. Class exercises: Military drill, setting-up exercises, and Indian-club swinging. Squad exercises (graded to suit the strength of each division): Basketball, indoor athletics, chest-weights, developing appliances, bar, rings, etc. From the first of November to the first of April. Required of Freshmen.

2. Class exercises: Setting-up exercises, dumb-bell drill. Squad exercises: Boxing, wrestling, and heavy gymnastics, basketball, bowling, indoor athletics. Required of Sophomores.

3. Class exercises: Setting-up exercises, fencing with single sticks and with broad-swords. Squad exercises: Basketball, indoor athletics, heavy gymnastics. Required of Juniors.



## HYGIENE AND PHYSICAL EDUCATION FOR WOMEN

## 1. Hygiene, Anatomy and Physiology.

(a). Hygiene. A course of ten lectures on the proper management, protection and care of the human body.

First semester. Required of Freshmen.

(b). Anatomy and Physiology. This course aims to give a practical knowledge of the structure and operation of the human body.

Three hours. First semester. Open to Freshmen.

## 2. Physical Training.

The department of Physical Training aims at the promotion of bodily health and strength, the correction of faulty postures, relaxation from mental work and the development of precision, alertness and grace of movement.

NOTE—A careful physical examination is made of each new student by a woman physician and the physical director, to ascertain her abilities and limitations.

A fee of \$10 is charged to cover examination, gymnasium suit, shoes and dues to the Athletic Association for the first semester.

(a). Indoor work in the well-equipped gymnasium includes:

(1). Swedish gymnastics. Floor drills, marching and apparatus work.

(2). Aesthetic gymnastics. Rhythmical movements for the whole body.

(3). Corrective gymnastics. Special exercises to overcome faults of posture, lateral curvature of the spine, round shoulders, weak and flat feet.

(4). Theory of gymnastics with practice in teaching. A study of the Swedish system of gymnastics

for the school room. School room games. Especially adapted for those wishing to teach.

Three hours. Required of Freshmen, Sophomores and Juniors. Open to Seniors.

(b.) Outdoor work includes:—

(1). Games. Basketball, field hockey, tennis, volley ball. (Open to members of the athletic association.) All games are supervised.

(2). Other outdoor exercise and recreation. Walks, cross country walks, hare and hound, etc.

One hour daily. Required of all young women unless excused by the physical director.

# Outline of Studies

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The figure preceding a subject indicates the number of the course in that study as explained on pages 41 to 82. The figure following a subject indicates the number of exercises per week. Electives are italicized. The left-hand column in the Freshman year shows the arrangement of courses for students who are candidates for the A.B. degree; the right-hand column, the arrangement for candidates for the B.S. degree. Subjects in square [ ] are not offered in 1913-1914.

## FRESHMAN YEAR

### First Semester

#### A.B.

1	Christian Ethics	
1	English	
1, 3, 5	French or	
1, 3	German	
1	Greek (for students presenting Greek)	3
	Latin A	4
1	Latin	3
1	<i>Mathematics</i>	3
1	<i>a Greek</i>	3
1	<i>Mechanical Drawing</i>	3
1	<i>Ornithology</i>	1
1	<i>Physiology</i>	3

#### B.S.

1	Christian Ethics	1
1	English	3
1, 3	French or	3
1, 3	German	3
1	Mathematics	3
1	Physiology	3
1	Mechanical Draw- ing	3
1	<i>Ornithology</i>	1

## Second Semester

2 English	3	2 English	3
2, 4, 6 French or	3	2, 4 French or	3
2, 4 German	3	2, 4 German	3
2 Greek	3	2 Mathematics	3
2 Latin	3	1 Oratory	1
Latin A	4	1 Physics	3
1 Oratory	1	1 <i>Biblical Literature</i>	3
2 <i>Mathematics</i>	3	[1 <i>Botany</i>	3]
1 <i>Biblical Literature</i>	3	2 <i>Botany</i>	3
[1 <i>Botany</i>	3]	3 <i>History</i>	3
2 <i>Botany</i>	3	2 <i>Mechanical Draw-</i>	
2 <i>a Greek</i>	3	<i>ing</i>	3
8 <i>History</i>	3	2 <i>Ornithology</i>	1
2 <i>Mechanical Draw-</i>			
<i>ing</i>	3		
2 <i>Ornithology</i>	1		

## SOPHOMORE YEAR

For differences between the A.B. and B.S. courses after the Freshman year consult Major and Minor Requirements on page 89.

## First Semester

1 *Bacteriology	1	3 <i>German</i>	3
3 English	3	[3 <i>Greek</i>	3]
1 German	3	3 <i>a Greek</i>	3
1 **Hygiene	1	5 <i>Greek</i>	3
2 Oratory	1	8 <i>Greek</i>	1
2 Physics (B.S.)	3	1, 5 <i>History</i>	3
2 <i>Oriental History</i>	3	3 <i>Latin</i>	3
1 <i>Chemistry</i>	3	4 <i>a Latin</i>	1
3 <i>Descriptive Geom-</i>		3 <i>Mathematics</i>	3
<i>etry</i>	3	4 <i>Physics (A.B.)</i>	3
1 <i>Economics</i>	3	[1 <i>Spanish</i>	3]
5, 7, 9 <i>French</i>	3	1 <i>Zoology</i>	3

\* Required of women.

\*\* Required of men.

## Second Semester

2	German	3	6	Greek	3
2	**Hygiene	1	9	Greek	1
3	Physics (B.S.)	3	2	History	3
2	*Sanitation	1	4	Latin	3
2	Chemistry	3	4 a	Latin	1
3	Oriental History	3	4	Mathematics	3
[1	Botany	3]	3	Oratory	1
2	Botany	3	5	Physics (A.B.)	3
2	Economics	3	2	Psychology	3
4, 5, 6	English	3	[2	Spanish	3]
6, 8, 10	French	3	4	Machine Drawing	3
4	German	3	5	Topographical	
[4	Greek	3]		Drawing	3
4 a	Greek	3	2	Zoology	3

\* Required of women.

\*\* Required of men.

## JUNIOR YEAR

## First Semester

7	English	4	3, 5	History	3
1	Astronomy	3	1	*Household Man-	
4	Biblical Literature	3		agement	1
3	Chemistry	3	5	Latin	3
1	Economics	3	[7	Latin	3]
5	English	3	5	Mathematics	3
1	Fine Arts	3	4	Oratory	1
5, 7, 9, 11	French	3	4	Philosophy	3
1, 3	Geology	3	6	Physics	3
5, 9	German	3	[8	Physics	3]
1	Government	3	10	Physics	1
[3	Greek	3]	3	Psychology	3
5, 7	Greek	3	[1	Spanish	3]
8	Greek	1	3	Spanish	3
8	Hebrew	3	3	Zoology	3

\* Elective for women.

## Second Semester

2	Psychology	3	6	Greek	3
2	Astronomy	3	9	Greek	1
5	Biblical Literature	3	9	Hebrew	3
4	Chemistry	3	4, 6	History	3
9	Chemistry	1	2	*Household Man- agement	1
2, 3	Economics	3			
[5	Economics	3]	6	Latin	3
5	English	3	[8	Latin	3]
8	English	4	6	Mathematics	3
2	Fine Arts	3	6	Logic	3
6, 8, 10, 12	French	3	7	Physics	3
2, 4	Geology	3	10	Physics	1
6, 10	German	3	[2	Spanish	3]
2	Government	3	4	Spanish	3
[4	Greek	3]	4	Zoology	3

\* Elective for women.

## SENIOR YEAR

## First Semester

1	Astronomy	3	8, 10	Hebrew	3
6	Biblical Literature	3	3, 5	History	3
5	Chemistry	3	1	*Household Man- agement	1
7 and 8	Chemistry	2			
1, 4, 6	Economics	3	5	Latin	3
1	Education	3	[7	Latin	3]
5	English	3	7	Mathematics	3
9	English	4	4	Oratory	1
1	Fine Arts	3	4	Philosophy	3
5, 7, 9, 11	French	3	3	Psychology	3
1, 3	Geology	3	9	Physics	3
7	German	3	1	Sociology	3
13	German	1	[1	Spanish	3]
1	Government	3	3	Spanish	3
7	Greek	3	5, 7	Zoology	3
8	Greek	1			

\* Elective for women.



## Second Semester

2 <i>Astronomy</i>	3	2 <i>Government</i>	3
7 <i>Biblical Literature</i>	3	9 <i>Greek</i>	1
6 <i>Chemistry</i>	3	9, 11, <i>Hebrew</i>	3
9 <i>Chemistry</i>	1	4, 6 <i>History</i>	3
10, 11 <i>Chemistry</i>	2	2 * <i>Household Man-</i>	
2, 3, 7 <i>Economics</i>	3	agement	1
[5 <i>Economics</i>	3]	6 <i>Latin</i>	3
2 <i>Education</i>	3	[8 <i>Latin</i>	3]
5 <i>English</i>	3	7 <i>Logic</i>	3
10 <i>English</i>	4	8 <i>Mathematics</i>	3
2 <i>Fine Arts</i>	3	5, 6 <i>Oratory</i>	1
11 <i>English</i>	1	6 <i>Philosophy</i>	3
6, 8, 10, 12 <i>French</i>	3	10 <i>Physics</i>	3
2, 4 <i>Geology</i>	3	2 <i>Sociology</i>	3
8 <i>German</i>	3	[2 <i>Spanish</i>	3]
14 <i>German</i>	1	4 <i>Spanish</i>	3
		6, 8 <i>Zoology</i>	3

\* Elective for women.

After the first semester of the Freshman year students elect subjects enough to make not less than 15 hours per week (16 including Oratory), and not more than 19, except by special permission.

The courses of instruction offered lead to the degree of Bachelor of Arts or Bachelor of Science.

The different departments of instruction are arranged under three groups: I, Languages; II, Philosophy (including History and the Social Sciences); and III, Sciences (including Mathematics).

## GROUP ARRANGEMENT OF STUDIES

GROUP I	GROUP II	GROUP III
<i>Languages</i>	<i>Philosophy</i>	<i>Sciences</i>
English	Christian Literature	Astronomy
French	Economics	Botany
German	Education	Chemistry
Greek	Ethics	Engineering
Hebrew	Fine Arts	Geology
Latin	Government	Mathematics
Spanish	History	Ornithology
	Oriental Literature	Physics
	Philosophy	Physiology
	Psychology	Zoology

## MAJORS AND MINORS

All candidates for degrees are required to make their selections with reference to major and minor subjects.

A major subject is one which is pursued at least three hours per week for three consecutive years, or consists of nine three-hour courses of definitely related subjects. The following are the major subjects available according to the present schedule: English, French, German, Greek, Latin, Biblical Literature, History, Philosophy (including Education and Fine Arts), Biology, Chemistry, Geology-Astronomy, Mathematics, and Physics.

A minor subject is one which is pursued at least three hours per week for two consecutive years, or consists of six three-hour courses of definitely related subjects, and may be pursued in any of the subjects possible for majors. In certain other cases, by arrangement with the Committee on Curriculum, a major or a minor study may be made up by a combination of related courses from different departments.

## REQUIREMENTS

A candidate for the degree of Bachelor of Arts must complete before graduation a major subject in Group I or II, and a minor subject, beginning after the Freshman year, in each of the other Groups. A candidate for the degree of Bachelor of Science must complete before graduation a major and a minor subject in Group III, and a minor in each of the other Groups.

In complying with the above conditions, subjects indicated as required in the "Outline of Studies" may count equally with electives. A student in making his selections for the Junior year should indicate in which Group he intends to secure his Major, and in making his

selections for the Senior year should indicate the Departments in which he intends to secure his Major and his Minors.

#### REGISTRATION

The committee on registration is in session on the first day of each term, and all students are required to register at that time unless previously excused. Students failing to comply with the above requirement are charged one dollar for subsequent registration, and this sum will be collected with their term bills.

#### HONORS

The method of awarding honors and assigning Commencement parts is as follows: Six honors, three to young men and three to young women, are awarded for Scholarship in each of the three general Groups as given under the Group Arrangement of Studies.

From the eighteen persons receiving these honors eight are selected to deliver Commencement parts.

## LABORATORIES

### CHEMICAL

On the first floor of the Hedge Laboratory are the chemical lecture room, with rooms adjoining for chemicals and apparatus, and a class laboratory room fitted up with tables and sinks sufficient to accommodate thirty-two students. The large laboratory room for qualitative analysis occupies the most of the second floor. It is well lighted, thoroughly ventilated, and conveniently fitted with sinks, hoods, and tables sufficient to accommodate seventy-three students. Adjoining this room are the weighing and apparatus rooms and the private laboratory of the professor. The removal of the coal bins and steam boiler from the basement of this building made it possible to use the whole of that floor for stock and laboratory rooms. Excellent accommodation has thus been provided for ninety-seven additional students.

The arrangement and appliances of the whole building are in accordance with most approved plans of modern laboratories.

For other laboratories, see description of Carnegie Science Hall, on Page 110.

## CABINETS

### BOTANICAL

The nucleus of the Herbarium was gathered many years ago by an enthusiastic botanist, the late Dr. Aaron Young. It contained a representative collection of New England plants. Many of the Maine specimens were gathered during the State Geological Survey, conducted by the late Dr. Charles T. Jackson. The plants chiefly used now, however, in identifying species, constituted the herbarium of the late President Chadbourne of Williams College.

Of this, Dr. O. R. Willis, a distinguished botanist of New York, has said: "It is one of the best working herbariums I have ever examined." Beside its collection of New England plants, including the grasses, sedges, ferns, etc.—in all about two thousand specimens—it has several groups of ferns from other countries, also fairly complete collections of mosses and lichens, named by the highest authorities, and more than a thousand fungi. There are collections of the plants of New Jersey, Tennessee, and Florida, also from several foreign countries, illustrating the identity of many families in Europe and America. There are, also, collections from Greenland, Labrador, and the tropics, and mountain flora from the Rocky Mountains, the White Mountains, and the Alps. There are, besides, some fifteen hundred duplicates. All these collections are in cabinets of the most approved construction.

### GEOLOGICAL

The collections of minerals, ores, rocks and fossils are temporarily stored in the geological laboratory and the basement of Coram Library. All these collections are undergoing revision and reclassification, and will be



suitably arranged for use of the students. Educational value is the primary consideration. The common minerals and rocks, and many of rare occurrence are well represented by typical specimens. Additions, both local and foreign, are being constantly added.

### ORNITHOLOGICAL

The ornithological collection contains mounted specimens of nearly all the New England birds, beside many from other parts of the United States and from foreign countries. In all there are about one thousand specimens.

### LIBRARIES

The number of volumes in the different libraries is as follows:

College Library (exclusive of pamphlets),	*34,278
Divinity School Library,	6,162
Biological Library,	1,146
Total,	<hr/> 41,586

The college library has been selected with special reference to the needs of the several departments. It is composed mainly of modern publications, and contains many important works of reference.

Special funds from which income for the purchase of books is derived are the following:—

The Benjamin E. Bates Library Fund, founded in 1906, by a gift of \$10,000 from Mr. Clement S. Houghton of Boston. This fund was given in memory of Benjamin E. Bates, the son of the Benjamin E. Bates whose name the college bears, and himself for twelve

\*This includes about 600 volumes donated by the Polymnian Society and an equal number donated by the Eurosophian Society.

years a devoted and efficient member of the Board of Fellows of the Institution. The income of this fund is expended in the purchase of works upon History, Economics, Sociology and Mathematics—subjects in which Mr. Bates was much interested.

The Stephen and Mary Stickney Library Fund was established in 1909 by a legacy of \$7,000 from Mrs. Mary M. S. Spaulding in memory of her parents.

Considering the expense involved in purchasing books most necessary to keep the library abreast of the times, the generous aid of friends of the College is invited to the establishment of new funds.

#### UNIVERSITY EXTENSION

Members of the Faculty are prepared to give lectures upon subjects in Science, Literature, Philosophy, History, Economics, Sociology, Pedagogy and Art. Particulars can be learned by correspondence with the President, or the Secretary of the Faculty.

#### APPLIANCES FOR PHYSICAL TRAINING

The Gymnasium is steam heated and equipped with the apparatus necessary for the thorough and systematic training and development of the human body. This apparatus is new and of the most approved modern pattern. In the basement of the Gymnasium are a pair of excellent bowling alleys; also convenient bathrooms, provided with lockers, hot and cold water, dip baths, shower baths, etc.

The gymnasium for women in Rand Hall is well equipped for class drill and apparatus work and provides for indoor recreation such as basketball, volley ball, indoor baseball, etc. The room adjoining the gymnasium is suitably fitted with shower baths and lockers.

The athletic grounds for women provide for field hockey, basketball, baseball, tennis, etc.

### ATHLETIC FIELD

The Garcelon Athletic Field, named in honor of the late Alonzo Garcelon, M.D., of the original governing board of the College, is considered one of the best in New England. It has a tasteful and commodious Grand Stand, sufficient for all present needs. The field, surrounded by a fence, has an area of seven acres. It contains a quarter-mile track, a two hundred and twenty yard straight-away, take-offs for the jumps and pole vault, a football field, and a baseball diamond.

### OUTDOOR RUNNING TRACK

The wooden Track is rectangular in shape with a straight-away course of 74 yards. The width of the Straight-away is ten feet. The rectangle is five feet in width with a course of twelve laps to the mile. The Track is located near the Gymnasium. It is of modern arrangement, and, undoubtedly, the best in the State of Maine.

Ten fine tennis courts offer abundant opportunity for this healthful game.

### HEALTH OF STUDENTS

The health of students is an object of constant care. Physical examinations are given each year and suitable exercise is prescribed for each student. Lewiston has two of the best Hospitals in New England, and these are always open at special, reasonable rates to students requiring the services of skilful physicians or surgeons.

All requests for absences on account of illness must be made to the physical directors.

### RELIGIOUS EXERCISES

At 9.45 A.M. six days in the week all the students, with the Faculty, assemble in the chapel for prayer, read-

ing of Scripture, and singing. The Students' Christian Associations—Young Men's and Young Women's—hold a union meeting once in two weeks in the Association room, from 6.30 to 7.15 o'clock. Every alternate Wednesday evening the Y. W. C. A. holds a religious service in Fiske Hall, from 6.30 to 7.15 P.M. The prayer-meetings of the Y. M. C. A. occur fortnightly on Wednesday evenings, alternating with the union meetings. Vesper service in Fiske Room, Sunday.

The methods employed are successful in making the meetings varied, attractive, earnest, and spiritual. One meeting each month is devoted to some phase of missionary work. Distinguished speakers address the Y. M. C. A. meetings from time to time.

The College has a resident Graduate Y. M. C. A. Secretary.

Group classes of Sophomores and Freshmen have been organized under the leadership of Seniors and Juniors. Senior and Junior classes are under the direction of members of the Faculty.

The officers of the Y. M. C. A. have arranged for mission-study classes during the second semester.

The last Thursday in January is observed as "The Day of Prayer for Colleges," and is set apart entirely for religious meetings. A sermon, to which the public is invited, is preached in the chapel at 10.00 A.M. It is hoped that Christian friends of the College generally will remember this day. The Elizabeth Garcelon Messer Fund assures the presence of an eminent and earnest speaker.

#### STUDENT ADVISERS

Near the beginning of the College year the young men of each class are divided into groups; and for each group

some teacher acts as a special adviser. The attempt is made to assure to each student a true friend from whom in any perplexity or emergency he may freely ask counsel and aid. It is one of the cherished aims of the College to foster intimate and mutually helpful relations between teachers and students.

#### COLLEGE PUBLICATIONS

The *Bates Student* is published weekly under the direction of Editors and Managers selected from the Junior Class. The first number was issued in January, 1873.

The *Bates Bulletin*, published every three months, gives full information respecting the progress of the College. It will be sent to any address, upon application to the Registrar, for fifty cents a year.

#### LITERARY AND SCIENTIFIC SOCIETIES

The College has no secret societies. It is, doubtless, owing largely to this fact that all the students unite with an earnest and wholesome interest in the support of the three literary societies, the EUROSOPHIAN, POLYMNIAN, and PIAERIAN. Much systematic work is devoted to preparation for the weekly meetings, which are held on Friday evening, and are occasions not merely of social pleasure, but of most useful drill.

The programs contain assignments that encourage musical culture, literary criticism, essay writing, and debating.

The meetings afford thorough discipline in debate and in the proper conducting of deliberative assemblies, together with a stimulus to excellence in these attainments that to many is an educating force rarely found in college, and hardly second in utility to any department of the curriculum.

The Spofford Literary Club, composed of both young men and young women, has been organized recently, and its name and purpose constitute a choice tribute to the memory of the lamented Professor Spofford.

The Jordan Scientific Society, also recently organized, takes its name in honor of Dr. L. G. Jordan, Head of the Department of Chemistry. Its members are young men who find themselves eagerly interested in Science.

The Politics Club, organized in 1912, is composed of young men from the junior and senior classes who are interested in the science of politics and government. The programs of the meetings are in charge either of the regular members, or of invited guests who address the Club on appropriate subjects. The Club is a member of the Inter-Collegiate Civic League.

#### OTHER STUDENT BODIES

The Athletic Association is an organization of the men of the College for the promotion of physical training and of athletic sports.

The Women's Athletic Association is an organization of the women of the College for kindred purposes.

The young men maintain an Orchestra, a Glee Club, and a Mandolin Club; and the young women, a Glee Club, and a Mandolin Club.

The Bates Prohibition League numbers in its membership a very large proportion of the students, men and women, and has organized under able leadership both for scientific study of the liquor problem and for aggressive practical work in the College and in the State.

No student organization of the College may incur any financial obligation, or make any contract involving monetary consideration, without first obtaining the sanction of the President of the College, or of the proper Faculty



committee under whose supervision the organization is placed. In the event of the contemplated formation of any such new organization, the President of the College must first be consulted; and, if permission be granted to effect such organization, he will advise the student representatives of the particular Faculty committee under whose supervision the organization is placed.

#### YEARLY EXPENSES FOR YOUNG MEN

Tuition,	\$75.00	\$75.00
Room with Board,	123.00 to	153.00
Lights, laundry, books, etc.,	20.00	30.00
	<hr/>	<hr/>
	\$218.00	\$258.00

#### YEARLY EXPENSES FOR YOUNG WOMEN

Tuition,	\$75.00	\$75.00
*Room with board,	173.00 to	191.00
Laundry, books, etc.,	15.00	25.00
	<hr/>	<hr/>
	\$263.00	\$291.00

Young women desiring information should address Dean Clara L. Buswell, Rand Hall, Bates College.

Students taking Laboratory courses in Chemistry, Physics, Biology, and Geology, are charged an additional fee varying from two to five dollars each semester, according to the nature and amount of the work.

The Freshmen pay a fee of one dollar for their medical examination, chart, and hand-book.

Board in private families (laundry, fuel, etc., included), \$4.00 to \$5.00 per week. Rooms in private

\* A limited number of young women may obtain room with board for \$136.00 per year.



families, without board, can be obtained at reasonable prices.

Students are advised in regard to selecting their rooms. All students on engaging rooms in College buildings deposit a fee of five dollars with the Assistant Treasurer. This sum is credited to them as part payment of their rent for the first semester. Students are held responsible for the rent of the rooms selected, unless other satisfactory arrangements are made with Professor George E. Ramsdell. Men students, except those living at home, are required to board at the College Commons. No permissions to board elsewhere will be given except under definite arrangements with the Committee on the Commons. Board at the Commons is \$3.25 per week.

College Bills for the First Semester must be paid by November 15, and for the Second Semester by March 15. Students who are unable to pay their bills on, or before, the above dates must present their requests for extension of time for payment to the Assistant Treasurer before the date on which the bills are due. The Assistant Treasurer has authority to extend the time for payment for a period not exceeding two months. In exceptional cases, the payment of not more than one-half of the current bill may be postponed till the opening of the following semester. No extension can be granted to Seniors on the bills for the Second Semester. Students by leave of absence away from college on the above dates are required to settle their college bills within five days after their return. Students that fail to comply with the above requirements will be subject to an additional charge of one dollar for each week, or fraction thereof, elapsing after the regular dates of settlement.

Copies of Semester Bills are mailed at the close of each semester to the parents or guardians of all students whose Semester Bills remain unpaid.

Young men desiring information about rooms in the College dormitories should write to Professor George E. Ramsdell, 40 Mountain Avenue.

Young women desiring admission to Bates in the fall of 1914 should make application to the Registrar, Miss Nola Houdlette, Roger Williams Hall, Bates College, not later than March 1, 1914. Each applicant is required to furnish a certificate of character and scholarship from her principal, a certificate of health equal to the demands of a college course from her physician, and a certificate of character and worth from her pastor. Not more than fifty applicants can be received in any one year. If practicable, the list of successful candidates will be announced about May 1.

#### EXAMINATIONS

Written examinations are given at the close of each Semester and at such other times as the instructors may determine.

#### RANK BILLS

These are sent to the parent or guardian of each student at the close of each semester.

#### DEGREES

The Bachelor's degree is conferred on all students that complete satisfactorily one hundred and twenty-two semester hours in the requisite courses. Each candidate for this degree must submit not later than May 15th of his Senior year a thesis of not less than one thousand words upon some subject representative of his accepted Major. His subject for this thesis must be selected from a list presented by the head of the department in which he has chosen his Major. Candidates are

invited to submit subjects for the approval of those in charge of the lists.

It is understood that each list from which choices are to be made will be presented not later than Friday of the eleventh week of the first semester.

The Degree of Master of Arts is conferred on graduates of the College of at least three years' standing who have completed one year's graduate non-professional study or its equivalent. Either two or three subjects may be selected, with the advice and under the direction of the heads of the College departments. Evidence of proficiency is to be given by examinations and theses. Theses must be presented and fee paid as early as June 1st, and final examinations must be passed not later than ten days before the annual Commencement. The fee is \$10.00. Modifications of the foregoing conditions may be granted resident graduates. Further information on the subject may be obtained by writing to the Secretary.

## BUILDINGS

The College has fifteen buildings. These are kept in good repair and in the best sanitary condition. They are all heated by steam and lighted by electricity.

### HATHORN HALL

Hathorn Hall, a beautiful and substantial building of three stories, contains the College Chapel, ten lecture rooms, and a large study and a cloak room for women students. Through the generosity of successive classes, nearly all the rooms in this building have been finished and furnished with excellent taste. Upon the completion of the stone Chapel now in process of erection, the large room that for more than forty-three years has been the place for daily student worship will be available, either for public meetings of students and for a lecture room or, when suitably divided and partitioned, for needed class rooms. Hathorn Hall takes its name from Seth and Mary Hathorn, of Woolwich, Me., who in the early history of the institution contributed generously toward its erection.

### A BATES CHAPEL

What has long been the most urgent need of the College, a suitable place for daily worship by Faculty and students, is at length fully met. Through the wonderful generosity of a devout Christian woman the sum of \$60,000 was in January, 1912, placed in the hands of the Treasurer of the College to ensure the erection of a worthy Chapel and the installment of an appropriate organ. To this amount \$5,000 was subsequently added. The building is 125 feet in length and 55 feet in breadth. It affords seats for 900 persons, 800 upon the floor and

100 in the gallery. The latter is at the front end of the building and above the main entrance. On exceptional occasions, such as Commencement, the seating capacity can be increased by utilizing the spacious chancel to more than one thousand. There are two rooms connecting directly with the chancel—one on each side. One of these rooms is for the choir; the other for those officiating in the religious services. The organ built by Hook and Hastings of Boston, is placed directly over the choir room. It is an instrument worthy of the chapel and its sacred uses. The chapel is of granite and is of Gothic design, after the English collegiate style. The audience room is open to the roof, thus disclosing its supporting timbers. There are four towers, two at each end in conformity to the general style of the architecture. The corner stone was laid with appropriate exercises on November 6. The Chapel is to be dedicated on January 7, 1914.

#### PARKER HALL

Parker Hall affords accommodations for about one hundred young men. It has recently been renovated and modernized. The floors throughout are of hardwood. The rooms are arranged in suites, each consisting of a study and a bedroom. A commodious and tastefully furnished reception room, ample shower baths and other sanitary arrangements, and convenient and tasteful student apartments, render this hall one of the most home-like and satisfactory college dormitories in New England. The baseball cage in the basement affords uninterrupted opportunities for practice in the winter and in stormy weather. Parker Hall bears the name of the late Judge Parker of Farmington, one of the chief contributors for this, the second building erected upon the

**Campus.** The immediate supervision and care of this building are entrusted to the Parker Hall Association, made up of the student occupants.

#### HEDGE LABORATORY

The building of the department of Chemistry is called Hedge Laboratory, in honor of the late Isaiah H. Hedge, M.D., of Waukon, Iowa, who furnished the means for its erection. It is a two-story building finely located and of attractive modern style. Important improvements in this building have recently been made by which its capacity has been increased considerably and the general conveniences much improved. The enrollment in this department is so large as to render imperative the doubling of the capacity of the Laboratory at the earliest practicable date.

#### JOHN BERTRAM HALL

John Bertram Hall is the large three-story brick building that for thirteen years was used by the departments of Biology and Physics. The completion in 1912 of Carnegie Hall left it available for dormitory purposes and it was then thoroughly renovated and in large part reconstructed. Its spacious, convenient and attractive suites of rooms afford ample accommodations for from forty to fifty students. Most of these suites are occupied by young men of the Freshman class, thus meeting an urgent need. Heated by steam, lighted by electricity, provided with shower baths and the most approved plumbing arrangements, it is one of our most satisfactory dormitories. On the first floor is a tasteful reception room with a piano and other appropriate furniture. On the wall opposite the entrance hangs a picture of John Bertram—a man whose character and ca-



reer exemplify the best in Christian manhood. In the basement are the kitchen and store rooms and a convenient, spacious and well appointed dining room that serves as a "Commons" for more than two hundred young men. All the floors of this building are of hard wood and every part of it is sanitary and well lighted. The gift in January, 1913, by Mrs. David P. Kimball of Boston, of \$10,000 in memory of her father, Captain John Bertram of Salem, Mass., has brought to the young men of the College facilities long needed and highly prized.

#### ROGER WILLIAMS HALL

Roger Williams Hall is an attractive and commodious three-story brick building erected by the late Lewis W. Anthony, Esq., of Providence, R. I. This hall, formerly devoted to the needs of Cobb Divinity School, is now used for college purposes. The first floor is occupied by two large lecture rooms, the offices of the President, the Assistant Treasurer, and the Registrar, a reception room, and a reading room. The other floors are used for dormitory purposes. The student suites in this building are unusually tasteful and convenient. They accommodate between forty and fifty young men. This building is under the supervision of the Roger Williams Hall Association.

A fund of \$5,000 has been given by Dr. Alfred W. Anthony and Miss Kate J. Anthony for the permanent upkeep of this building.

#### CORAM LIBRARY

Coram Library, dedicated in 1902 and named for Mr. Joseph A. Coram, of Lowell, Mass., who contributed twenty thousand dollars towards its erection, is one of

the most beautiful and best planned buildings of its kind. Its reading, reference, seminar, and stack rooms are models of taste and convenience. The furnishings throughout are of the most approved designs for modern libraries.

Individuals disposing of private libraries could find no better place in which to perpetuate the usefulness of rare and standard works. Adequately to provide for these would, however, require the construction of a second story stack room. The designs of the building include this, and the need of it is already pressing. It would cost about \$2,000.

The library is classified according to the Dewey system; there is a dictionary card catalogue; access to the shelves is entirely unrestricted. Attention is given to helping the students in using the catalogue, reference books, and special bibliographies. Books selected by professors for special reading in connection with class work are reserved on shelves near the delivery desk.

The library is open during term time from 9 A.M. to 5.30 P.M., daily, except Sunday, and from 7 P.M. to 9 P.M. on Monday, Tuesday, Wednesday, and Thursday.

One of the largest rooms has been reserved for the reception of statuary, bronzes, pictures, and curios that the friends of the College have been waiting to give when a suitable place should be provided.

Among other valuable gifts are casts of the Apollo Belvedere and the Diana of Versailles—both of heroic size. Under the will of the late George W. Harris of Boston, in commemoration of his intimate friendship with the first Benjamin E. Bates, the College has come into possession of a choice collection of music, including many rare manuscripts.

The College recently received from the late Rev. Dr. and from Mrs. Charles G. Ames, of Boston, an ideal bust of Christ, one of the works of noteworthy merit by Hiram Powers.

Through the generosity of Miss Annette P. Rogers, of Boston, the College has several hundred large photographs, excellent copies of celebrated originals in the famous museums of the old world. Miss Rogers has also given an admirable card catalogue of the photographs and 20 volumes of helpful books upon art. Several choice oil paintings, copies of masterpieces in the Florentine galleries, have lately been presented to the Library.

#### GYMNASIUM

The Gymnasium, a two-story wooden structure, with basement, has been a very useful building; but it should give place as soon as practicable to a more capacious and substantial structure of modern design. A new Gymnasium adequate for our needs would cost \$100,000.00.

Subscriptions for this building are earnestly solicited. The immediate erection of a gymnasium for our young men might well engage the interest of some large-hearted, wealthy man or woman.

#### PRESIDENT'S HOUSE

The President's House, a spacious and attractive two-story building originally erected for the President's residence, has since 1895 served as a dormitory for women students.

#### RAND HALL

Rand Hall, completed in 1905 for the women of the College, is a beautiful three-story building one hundred and twenty feet in length by forty-three in breadth.

By action of the Trustees at their annual meeting in June, 1908, this building was named Rand Hall in memory of Professor John Holmes Rand and his untiring efforts to assure a true college home to the women of Bates. It contains a large, well-equipped gymnasium, Fiske reception room for student social gatherings, rooms for the Dean and for the Instructor in Household Economy, and for sixty young women, together with laundries, kitchens, dining-room, and all the appointments of a first-class women's hall.

#### MILLIKEN HOUSE AND WHITTIER HOUSE

The Milliken House and the Whittier House, through the generous consideration of Hon. C. A. Milliken, are now the property of the College. With the President's House and the New Dormitory, they afford ample and up-to-date accommodations for the young women of the College.

#### CENTRAL HEATING PLANT

The people of Maine by the unanimous action of their Legislature during the session of 1908 generously recognized the service rendered by Bates College to educational work in their State by the appropriation of \$45,000 for the construction of a Central Heating Plant for the Institution. This plant has recently been completed under the supervision of competent engineers. It will materially lessen the cost of heating the college buildings and will promote at once the health, the comfort, and the convenience of their occupants. In its construction, provision has been made for extending its advantages to buildings hereafter to be erected.

#### LIBBEY FORUM

Through the generosity of Honorable W. Scott Libbey, the Literary Societies and the Christian Associations

of the College have been provided with large, beautiful, and convenient rooms—one for each of the three Societies and a fourth for the Y. M. C. A. and the Y. W. C. A. Libbey Forum has been erected to stand, and is probably the most solid and substantial structure in Lewiston. It is complete in all of its appointments. Its spacious corridors, its convenient cloak and toilet rooms, its arrangements for heat and light, and its furnishings, are all in complete harmony with the general design; and the result is an ideal home for the Societies that have long been one of the most unique and attractive features of Bates. It was dedicated on October 1st, 1909, and is now regularly occupied by the organizations for the benefit of which it was erected. The building occupies the large lot on the northern side of Mountain Avenue at its junction with College Street. The completion of this hall has made available for important uses of the College the rooms that have been occupied for society purposes in Hathorn Hall and Parker Hall.

#### THE AUDITORIUM

For his original design of erecting one large building that should meet the needs of the College Societies and also contain an audience room for public occasions, Mr. Libbey has substituted the plan of two separate halls. The Auditorium is to be built upon some suitable site within the main campus. It will be an important and highly valued addition to our system of buildings, removing, as it will, the present necessity of going a mile or more from our own grounds whenever we must provide for a large College gathering.

#### CARNEGIE SCIENCE HALL

In January, 1908, Mr. Andrew Carnegie made a subscription of \$50,000 for the erection of a new science

building. The conditions of the gift having been met, the corner-stone was laid during Commencement week of 1911. The building was opened for occupancy in September, 1912, and was dedicated January 14, 1913.

Carnegie Science Hall, with its concrete foundations, its walls of brick and cement, and its steel frame, is unquestionably one of the most permanent and substantially constructed buildings in the State. An important structural feature of this building is its moisture-proof basement, secured by: (1) a carefully planned system of under drains; (2) an extra thick concrete floor—eight inches; (3) an efficient layer of damp proofing, extending throughout the entire floor, four inches below the surface and up into the walls to the height of three feet. The above moisture-proof condition together with the elevation of the basement—it being mainly above the surface of the ground—has so increased the practical usefulness of this part of the building as to make it nearly equal to any other floor.

Three departments of the College are provided with commodious and convenient accommodations in Carnegie Science Hall.

The most used rooms of the Biological Department are located on the first floor. The lecture and recitation room, in the centre of the building, opposite the main entrance, has a raised floor so that the seats at the rear of the room are two feet above those in the front row. At present the equipment includes: fifty-five iron-framed tablet arm chairs, which are securely fastened to the floor; a lecture and demonstration desk furnished with a sink, two large aquaria, gas and electric connections, cupboards and drawers; a trap in the floor near centre of the room opens to water and electric connections for lantern work. Provisions have been made so that demonstration



charts may be suspended on any wall of the room. A slate black-board extends across the room back of the instruction table.

Adjoining the recitation room is the department library, known as the Ira H. Bickford Biological Library of Bates College. This library was established by Mr. Bickford in June, 1911; and already contains several hundred bound volumes and many valuable pamphlets. The room is furnished with reference table, chairs, a librarian's desk, book shelving, and card catalogues. Special mention should be made of a valuable collection of ornithological works presented to the Library by Prof. J. Y. Stanton.

Opening out of the library, in the east corner of the building, is the office and private laboratory of the head of the department. This room, with its desk, wardrobe, lavatory, hood, dissecting table, alabaster stone shelves for incubator and paraffine bath, and electric and gas connections, is equipped with the essentials for office and laboratory work.

The laboratory for histology and general microscopy opens out of the main corridor and occupies the northwest corner of the first floor. This room is approximately twenty by forty feet in floor dimensions, and like all the other rooms is unusually well equipped with windows, and electric fixtures for artificial illumination. The furnishings and technical apparatus for this laboratory are extensive, modern, and selected with care as to their special purposes.

Also opening out of the main corridor, and occupying the entire southwest end of this first story, is the large general laboratory for the courses in vertebrate and invertebrate zoölogy. This room has about forty by thirty feet of floor space and is equipped with dissecting tables

accommodating forty students, wall cabinets, hood, alberene stone shelves with gas and electric connections, large tank sink of alberene stone, and injecting table. Like other laboratories of the building, this has associated with it a supply room.

The courses in Botany are well provided with laboratory and herbarium facilities on the third floor. The large laboratory in size, location, and equipment is similar to the general zoological laboratory on the first floor.

The entire northeastern half of the third floor has been set aside for a biological museum. This room will be equipped with steel-framed, glass cabinets for museum specimens, as such collections are formed. The museum is especially fortunate in its very valuable collection of ornithological specimens. In September, 1912, Professor J. Y. Stanton presented his entire collection of mounted birds and skins. This collection, including several extinct and many rare specimens, has long been known as one of the most valuable private collections in the country.

The entire fourth floor is used as a vivarium. It is divided into rooms as follows: A large animal room, so-called, furnished with running water, brook and pools for keeping water forms of animals and plants, and with various types of cages and pens for animals other than water forms; a supply room; and a room for the experimental breeding of animals and plants. This last is equipped like the animal room mentioned above.

In the basement, the Biological Department has the following accommodations: A taxidermy and tool room; a supply room; and a dark room. The taxidermy room is equipped with dissecting table, hood, sink, alberene stone shelves with electric and gas connections, wall cabinets of cupboards and drawers, carpenter's bench, lathe,

and such glass-ware and tools as are found essential in the work of this much-used room.

The second floor of the building is allotted to the Department of Physics. The lecture room is fitted with seats for fifty-five students, a stereopticon stand, a lecture table equipped with gas, water, and electricity—both alternating and direct current. The room is ventilated by the electric fan.

Adjoining the lecture room is a commodious apparatus room fitted with a large counter and wall shelves. The cabinet is well supplied with apparatus for lecture table and laboratory experiments. Among the more important pieces are a 10-inch induction coil, a Wolff potentiometer and Wheatstone bridge, a galvanometer, an optical bench by Max Kohl, a standard scale, a cathetometer, a Steinheit spectrometer, a Hilger quartz spectrograph, a Gergk vacuum pump, a high grade Thompson projection apparatus, a number of Weston ammeters and voltmeters, besides a large number of thermometers, calorimeters, hypometers, reading telescopes, and micro-meters and the accessories of a well-equipped laboratory.

Adjoining the apparatus room is a large laboratory equipped with water, gas, and electricity for advanced work in Physics. This room is fitted especially for electrical work. An experimental circuit runs around the entire room, connecting with the main switch-board; and several reflecting galvanometers are in place. Connected with this laboratory is a photographic dark room and a private laboratory and office for the head of the department.

At the other end of the building is a large laboratory for the elementary work in Physics, fitted with tables and wall shelves, supplied with gas and electricity for experimental work. Adjoining is a supply room.

In the basement of the building is a dynamo room containing the main switch-board that serves both as a main feeder for the building and as an experimental board, two convertors for supplying direct current, and a dynamo and a dynamometer for experimental tests. A small shop adjoins the dynamo room, equipped with an assortment of tools for repairing apparatus.

A large Physiological laboratory in the basement is for the present used as a drafting room and contains stands for about forty-five students. This room is fitted with wall cabinets having numerous drawers and cupboards.

The recitation room for the Physiological department is upon the third floor. In location, size and equipment this room is similar to the recitation room on the first floor.

The rear entrance to the building opens directly into a receiving and unpacking room. Conveniently near this room—directly across the corridor—is the elevator well. An elevator is to be installed at a later date. There are three lavatory rooms, one in the basement, another on the first floor, and a third on the second floor. A large general supply room and a sterilizing room are also located in the basement. An efficient ventilating system is connected with all basement rooms and with the three recitation rooms.

### RESOURCES

Within a few years the resources of the College have been doubled. This has been due in large measure to the generosity of Mr. Andrew Carnegie and of Mr. Bartlett Doe, late of San Francisco, each of whom gave \$50,000 toward increasing the endowment; \$60,000, also, were given by alumni and other friends of Bates in response to a condition imposed by Mr. Carnegie. Nearly \$60,000

more were added to the permanent fund by meeting the conditions of Mr. Carnegie's subscription for the science building, and by other gifts, and in January, 1913, Honorable D. D. Stewart of St. Albans, presented \$50,000 in memory of his brother, the late Levi M. Stewart, Esq., of Minneapolis, Minn. The total invested funds of the College at the present time amount to more than \$760,000; and its total resources, including grounds, buildings, library, and apparatus, have a value of fully \$1,250,000.

#### GEORGE COLBY CHASE LECTURE FUND

On Commencement Day, June 28, 1906, one of the Trustees of the College announced the creation of a fund of \$5,000 for the establishment of the George Colby Chase Lecture Fund for the maintenance of a permanent course of lectures to be known as the George Colby Chase Lecture Course. The College is indebted for this lecture fund to the late Honorable William Wallace Stetson, a former State Superintendent of the Public Schools of Maine. The purpose of the donor is definitely stated in the following citation from a prescribed trust agreement since executed: "Fourth, That the income of said fund shall be used exclusively for the maintenance of Lecture Courses in said College, and that no part of said income shall be used for any other purpose. Fifth, That speakers shall be selected who have done something worthy of special commendation, who have a message, and who can deliver it in such a manner as will be helpful to College students."

The far-reaching significance and substantial value of this lecture course for Bates students, thus made coeval with the life of the institution, can be better appreciated a century hence than now. This trust faithfully admin-

istered will break the isolation too often existing between the college and the world, and assure to every Bates man and Bates woman the quickening influences of great leaders in thought and achievement. Some of the lectures thus far given under the provisions of this fund have been by Rev. Lyman Abbott, D.D., Rev. Hugh Black, D.D., Mr. George W. Cable, Professor R. W. Wood of Johns Hopkins University, Rev. Charles F. Aked, D.D., Henry S. Pritchett, President of the Carnegie Foundation for the Advancement of Teaching, Hamilton Holt, Managing Editor of the *Independent*, Edward A. Steiner, D.D., of Grinnell College, Booker T. Washington, William T. Ellis, John Nolen, Edgar M. Banks, Ph.D., Seumas MacManus, and Alfred Noyes.

#### THE PUBLIC SERVICE OF BATES

To all who can prize her contributions to the intellectual and moral forces that must save our country Bates can unhesitatingly appeal. The number of her graduates at the present time is 1,839. Of this number, 760 have become teachers—more than 43 per cent.—and 180 ministers—nearly 11 per cent.—the latter being distributed among ten religious denominations. Within recent years Bates has made important contributions to the foreign mission field. Sixty-five graduates have filled positions in Universities and Colleges, and more than this number have won distinction as State, City, and District Superintendents and as Principals of important Secondary Schools. Among the Higher Institutions to which Bates has contributed teachers are Albion, Amherst, Amherst Agricultural, Armour Institute, Bates, Bishop, Brown University, Carleton, Colgate University, Connecticut Agricultural, Cooper Institute, Cornell University, Dartmouth, Denison University, Drury, Fairmount,



Grant University, Harvard University, Hillsdale, James Millikin, Keuka, Knox, Miami, Middlebury, Massachusetts Institute of Technology, Northwestern University, Norwich University, Oahu (Hawaii), Pennsylvania State, Princeton University, Pomona, Redfields, Shaw University, Mt. Holyoke College, Tufts, University of California, University of Colorado, University of Illinois, University of Maine, University of Oregon, University of Utah, University of Wisconsin, Western Reserve University, William Jewell, Yale University, Yankton. In authorship, on the Bench, in Legislation, in Journalism, Law, Medicine, and Engineering, Bates has distinguished representatives; while nearly the entire body of her alumni have proved themselves pure, earnest, useful citizens, ready for every good word and work, and making happier and better the communities in which they have lived. The thorough preparation that Bates gives for public speaking is shown by the honors won in the last thirteen years in twenty-seven out of thirty-two inter-collegiate debates—sixteen of these with Universities.

#### BATES AND THE CARNEGIE FOUNDATION

The high standards of scholarship maintained at Bates and the breadth and liberality of her administrative policy are indicated by the fact that she was admitted to the benefits of The Carnegie Foundation for the Advancement of Teaching in June, 1907. She has been characterized from the beginning of her history at once by her insistence upon Christian standards of character and conduct and by her freedom from sectarianism. Her original charter contained no denominational or creedal conditions; and the slight change from the breadth of management that had been made in 1893 was, by the unanimous

vote of her Trustees, removed in 1906. Her application of Christianity to life finds expression in her supreme endeavor to educate her students for good citizenship and for self-denying service to mankind.

#### REASONS FOR AIDING BATES

1. To a large number of young men and young women she offers their sole reasonable hope for obtaining a liberal education. Both the necessary and the incidental expenses are lower than at any other New England College.

2. In the number and quality of her graduate educators, Bates is not surpassed, and, perhaps, not equalled, by any other College in America.

3. She has been successful in securing character as well as scholarship.

4. She is unsectarian.

5. Her location is the best possible for her usefulness. She gathers from a constituency widening every year young men and young women of small means but of great promise, some of them traveling hundreds of miles to secure from her the New England culture of heart and mind, that they may use it for the good of our entire country.

6. She took up the cause of higher education for women when it was unpopular.

7. Every dollar given to her work strengthens the forces that are shaping our Christian civilization.

8. She has but \$760,000 for carrying on work for which most New England Colleges require \$2,000,000 or more.

## SUMMARY OF NEEDS

1. \$500,000 as an immediate addition to the permanent fund, in order to ensure the efficient maintenance of present work, the development of existing departments, the establishment of a chair of Education and a chair of Economics and the increase of the salaries of the teachers to a living basis.

2. \$20,000 for doubling the capacity of the present Chemical Laboratory.

3. \$5,000 to pay for the furnishing of Coram Library and to secure additional appliances.

4. \$50,000 as a permanent fund for the Library.

5. \$150,000 for additional Scholarships for deserving students.

6. \$100,000 for the erection of a new Gymnasium for the men students

7. \$100,000 for the erection and maintenance of an Astronomical Observatory and the support of its Director.

8. \$10,000 for the grading and improvement of the campus.

9. \$30,000 for a student loan fund.

10. \$60,000 for the erection of a Bates House, with ample provision for the needs of the Y. M. C. A. and for suitable rooms for recreation and for College guests.

The total of the amounts named is more than \$1,000,000. We can do a valuable work while waiting for some of these needs to be met; others of them are urgent; all of them are implied in the plan of the institution; and could they be met at once, the result would justify the outlay. The enlargement of the Chemical Laboratory, the erection of a Gymnasium for the young men, the grading and improvement of the Campus, and a Bates

House to provide for the social, recreational and religious needs of students, can be delayed only with serious loss to the College.

#### FORM OF A BEQUEST

"I give and bequeath to the President and Trustees of Bates College, a corporation existing in Lewiston, Me., the sum of \_\_\_\_\_ dollars, in trust, the principal of said sum to be safely invested by them, and the income thereof appropriated under their direction for the purposes of the College."

# Scholarships

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## State Scholarships

There are ten State Scholarships (each yielding \$50 annually) in the hands of the Governor; and in bestowing them preference is given to the children of those who have borne arms in defense of their country, and always to students who are needy and meritorious.

Each of the following scholarships has been endowed by a donation of one thousand dollars, and pays \$50 a year to the student elected to hold the scholarship.

### Redington Scholarship—For a Lady Student

Endowed by the late Hon. Asa Redington, LL.D., of Lewiston. This is supposed to be the first instance of such an appropriation in any college.

### Dudley Scholarship

Endowed by the late Alvin D. Dudley, Esq., of Haverhill, Mass.

### Cheney Scholarship—For a Student from New Hampshire

Endowed by the late Hon. Person C. Cheney, A.M., of Manchester, New Hampshire.

### Woodman Scholarship

Endowed by the Paige Street Free Baptist Church, Lowell, Mass., in memory of Rev. Jonathan Woodman, late pastor of the church.

### Symonds Scholarship

Endowed by the Plymouth Street Free Baptist Church, Portland, in memory of Joseph Symonds, Esq., a deacon of the church.

**Clements Scholarship**

Endowed by the late Rev. Tisdale D. Clements of Lewiston.

**Bridge Scholarship**

Endowed by the late Charles Bridge, Esq., of Gardiner.

**Lewis Scholarship**

Endowed by the late Chace Lewis, Esq., of Providence, Rhode Island.

**Class Scholarship**

Endowed by the Class of 1877.

**Bartlett Scholarship**

Endowed by the Main Street Free Baptist Church, Lewiston, in memory of Rev. Flavel Bartlett.

**Nathaniel Bowen Scholarship**

Endowed by the late Mrs. Hannah Bowen of Providence, Rhode Island.

**Cobb Scholarship**

Endowed by the late Hon. C. C. Cobb of Lewiston, in memory of his son, Rev. Frank Woodbury Cobb, A.M., class of 1873.

**Houghton Scholarship**

Endowed by the late Rev. Alphonso L. Houghton, A.M., of Lawrence, Mass., class of 1870.

**Randall Scholarship**

Endowed by Mrs. Abby Randall in memory of Isaac Randall, Esq., of Johnston, R. I.



**Williamson Scholarship**

Endowed by Elias W. Williamson, Esq., of Potter's Landing, Md., in memory of his father, Rev. Stephen Williamson, of Stark.

**Quinnam Scholarship**

Endowed by the late Mrs. James Hobbs of Chicago, Ill., in memory of her father, Rev. Constant Quinnam.

**Eaton Scholarship**

Endowed by Mrs. Oliver H. Durrell of Cambridge, Mass., in memory of her father, Rev. Ebenezer G. Eaton of Lewiston.

**Baldwin Scholarship**

Endowed by the late B. C. Baldwin, Esq., of Lowell, Mass., in memory of his wife.

**Bonney Scholarship**

Endowed by Mrs. Harriet Cheney Bonney and Sherman G. Bonney, M.D., in memory of Calvin F. Bonney, M.D., of Manchester, N. H.

**Frye Scholarship**

Endowed by the late Hon. William P. Frye, LL.D., of Lewiston.

**Nutting Scholarship**

Endowed by the late Lyman Nutting, Esq., of Lebanon, Pa., in memory of his sister, Mrs. Charlotte Nutting Chadbourne.

**Ellis Scholarship**

Endowed by the late Miss M. A. Wales of Boston, Mass., in memory of her pastor, Rev. Rufus Ellis, D.D.

**Talpey Scholarship**

Endowed by the late Hon. Charles W. Talpey of Farmington, N. H.

**Thissell Scholarship**

Endowed by the late Mrs. Abby T. Deering of Portland, in memory of Hon. John Thissell of Corinth.

**Ward Scholarship**

Endowed by Mrs. Mary E. Ward, in memory of her husband, Warren Ward, Esq., of Auburn.

**Bean Scholarships**

Three scholarships endowed by the late Cyrus E. Bean of Portland, in memory of his father, Cotton Bean of Limerick.

**Small Scholarship**

Endowed by James T. Small, Esq., of Lewiston, in memory of his son, Everett J. Small, class of 1889.

**Dyer Scholarship**

Endowed for the benefit of some student preparing for the Christian ministry, by the late Mrs. Irene M. Higgins, in memory of her parents, Mr. and Mrs. Jonah Dyer of Cape Elizabeth.

**Page Scholarship**

Endowed by the late Peter Page, Esq., of New York City.

**Ramsey Scholarship**

Endowed by the late Mrs. V. G. Ramsey of North Berwick, in memory of her husband, Rev. G. P. Ramsey.

**Mathews Scholarship**

Endowed by the late John M. Mathews, Esq., of Burlington, Vt., in memory of his daughter, Orissa Frances Mathews.

**Perkins Scholarship**

Endowed by the late Mrs. Moses W. Shapleigh of Ashland, N. H., in memory of her father, Rev. Thomas Perkins.

**Woodbury Scholarship**

Endowed by friends of the late Charles Woodbury of Boston, for the benefit of some Methodist student.

**Harmon Scholarship**

Endowed by the late Ivory W. Harmon of Newton Center, Mass., in memory of his son, Wallace Ivory Harmon.

**Mary L. Stone Scholarship**

Endowed by the late James S. Stone of Boston, Mass., in memory of his wife.

**Jordan Scholarship**

Endowed by Merrill Page and Emily Deering Jordan, in honor of Rev. Zachariah and Sabrina Page Jordan.

**Clapp Scholarship**

Endowed by the late Lucius Clapp, Esq., of Randolph, Mass.

**Lovina Haines Haskell Scholarship**

Endowed by the late Edwin B. Haskell of Boston, Mass.

**Fiske Scholarship**

Endowed by the late Miss Elizabeth S. Fiske of Boston, Mass.

**Rowe and Clarry Scholarships**

Endowed by a bequest of Mrs. Emily H. C. Rowe, in memory of her daughter, Miss Emma F. Clarry, and affording free tuition to four young women, preference to be given to worthy students from Brooks, Me.

**Dexter N. Richards Scholarship**

Endowed by Mrs. L. M. Richards of Brookline, Mass., in memory of her husband.

**Stetson Scholarship**

Endowed by the late Amos W. Stetson of Boston, Mass.

**John D. Philbrick Scholarship**

Endowed by the late Mrs. John D. Philbrick.

**William Wells Cate Scholarship**

Endowed by Rev. C. E. Cate, D.D., of Providence, R. I., in memory of his brother.

**E. S. Jordan Scholarship**

Endowed by the late Mrs. Clara Stanton Jordan, in memory of her husband.

**Foster Lee Randall Scholarship**

Endowed by the late Foster Lee Randall of Lewiston.

**Stanley Scholarship**

Endowed by Ezra B. Stanley of Manchester, Mass.

**David and Thankful Jordan Scholarship**

Endowed by their children.

**Hopkins Scholarship**

Endowed by the late Augustus Hopkins, Esq., of Gardiner, Maine, preference to be given worthy students from Gardiner.

**Herrick Scholarship**

Endowed by the late Katherine Gardiner Herrick and by H. Adeliza Herrick of Lewiston, in memory of their parents, Samuel and Phebe H. Herrick, late of Northport, Me.

**Tarbox Scholarship**

Endowed by Oren Cheney Tarbox, M.D., Bates '80, in honor of his parents, Rev. Moses H. and Mrs. Adrianna Weymouth Tarbox. Said scholarship to be applied for the aid of any deserving student, irrespective of age, color, sex or sect, preference being given, however, to a student contemplating the Christian ministry.

**Osgood Scholarship**

Endowed by Col. Charles H. Osgood of Lewiston, and Amy Elizabeth Hunter of Carbondale, Pa., in honor of their father and mother, Henry A. and Elizabeth H. Osgood, for the benefit of some young man or woman from the State of Maine.

**Albina Elizabeth Goodspeed Scholarship**

Endowed by Jessie L. Goodspeed, Gertrude C. Goodspeed, and Henry S. Goodspeed, of the city of New York, in memory of their mother,—the preference in awarding the scholarship to be given to a woman student.

**Class Scholarship**

Endowed by the Class of 1887, descendants of members of the class to have the preference, when possible, in the benefits from the scholarship.

**Arthur Sewall Whitehouse Scholarship**

Endowed by the Class of 1875, in memory of their scholarly and beloved classmate, born August 25, 1853, died February 18, 1874.

**Charles E. Moody Scholarship**

Endowed by his sister, the late Frances S. Moody.

**John P. Hilton Scholarship**

Endowed by the late Mrs. Mary Hilton of Cambridge, Mass., in memory of her husband.

**Clara B. Perkins Scholarship**

Endowed by the late Benjamin F. Perkins, of Bristol, N. H., in memory of his daughter.

**Lucia Spring Scholarships**

Five scholarships endowed by Miss Mary Isabella Corning, of East Hartford, Conn., in memory of her aunt, Miss Lucia Spring. These scholarships are primarily available for young women, but may be assigned to young men.

**Herbert L. Bradford Scholarship**

Endowed by his parents, Roscoe S. and Asenath J. Bradford, in memory of their son, Herbert Loring Bradford, who died in 1883 during the first term of his Freshman year at Bates,—for the benefit of a deserving young man.



**Helen Hinkley Scholarship**

Endowed by the late Miss Helen Hinkley of Augusta, Maine, the preference, when possible, to be given some student from the Free Baptist Church in Augusta.

**The Knowlton Scholarships**

Hon. Hiram Knowlton of Portland, Maine, has deposited with the Treasurer of the College \$3,000, the income of which sum is to be used, when under the stipulated conditions it shall become available, for the maintenance of the following scholarships:

**William and Mary Knowlton Scholarship**

To perpetuate the names of his parents.

**Sabrina Wood Knowlton Scholarship**

To perpetuate the name of his wife.

**William James Knowlton Scholarship**

To perpetuate the name of his son.

**Weber Scholarships**

The trustees, under the will of the late Frederick E. Weber of Boston, Mass., have given five thousand dollars for the maintenance of Weber Scholarships, for the benefit of needy and deserving students at Bates College. It is a condition of the gift that one-half of the income shall be added to the principal year by year; and that the remaining half only shall be used for the support of said scholarships.

**Joseph S. Ricker Scholarship Fund**

A fund of \$10,000, the income of which is distributed in equal sums among ten deserving women students—the beneficiaries to be selected, whenever practicable, from different counties in Maine.

**Bradstreet Fund**

The late William W. Bradstreet of Gardiner, Me., established a Trust Fund of \$2,000, the income of which is to be used for the benefit of deserving students, under the direction of the President of the College, and in accordance with certain conditions specified in the trust.

**Coe Scholarship**

A scholarship of \$3,000, endowed by Thomas Upham Coe of Bangor, in memory of his brother, Eben Smith Coe. The income is awarded annually to the man in the Senior Class whose scholarship and conduct, during the previous three years of the course, have been the most meritorious. The award is made at the close of the Junior year.

**Dana Estes Scholarship**

A permanent scholarship of \$2,500, endowed by the late Dana Estes, A.M., of Boston, the income to be awarded annually to some needy and deserving student.

**Henrietta G. Fitz Scholarship**

A scholarship of \$1,500, endowed by Mrs. Henrietta G. Fitz of Boston, the income to be awarded annually to some worthy graduate of Proctor Academy, Andover, N. H.

**John Bartlett Kezar Scholarship**

A scholarship of \$2,000 endowed by Mrs. Nancy M. H. Kezar, of San Francisco, in memory of her son. In awarding this scholarship preference is to be given to a deserving student from Turner, Me.

### **Nancy Chase Edgecomb Fund**

Since the suspension in 1908 of Cobb Divinity School as a Department of Bates College and the incorporation of certain of its courses with the work of the College there has been available "for and toward the maintenance and education" in the institution of "young men who are or who may be preparing themselves to preach the Gospel of Christ" and to engage in other kinds of Christian service, "and who need and who may need aid," the income of the Nancy Chase Edgecomb Fund. The amount of this income is at present about \$740 annually. It is distributed by the Committee on Scholarships under the conditions above stated.

### **Mellen Bray Student Loan Fund**

From the estate of the late Mellen Bray, formerly of Newton, Mass., the College has received \$4,000, which is to constitute "The Mellen Bray Student Loan Fund." The income of this fund may be loaned at the discretion of the President of the College to needy and worthy students.

To be eligible for Scholarships, students must maintain an average rank in their college studies of 85 per cent. To be eligible for any other form of Student Aid, applicants must maintain an average rank in their college studies of 70 per cent., if Freshmen, and of 75 per cent., if Sophomores, Juniors, or Seniors. Applicants for Student Aid of any kind must be of good character, must totally abstain from the use of intoxicants and of tobacco, must be economical in all their expenditures and obedient to all College laws and regulations, and must furnish annually a correct statement of income and expenses.

Applications for aid, except from new students, must be filled out on blanks furnished for the purpose and returned to the President's office by June 1, each year. New students will be furnished, upon application, with appropriate blanks. These must be filled out and returned to the President's Office by October 15.

# Prizes

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## **First—For General Scholarship**

To a young man and to a young woman of the Junior Class, prizes of TEN DOLLARS each.

To a young man and to a young woman of the Sophomore Class, prizes of EIGHT DOLLARS each.

To a young man and to a young woman of the Freshman Class, prizes of SIX DOLLARS each.

## **Second—For Excellence in Declamation**

In the Second Semester—To a young man and to a young woman of the Freshman Class, prizes of TEN DOLLARS each.

In the First Semester—To a young man and to a young woman of the Sophomore Class, prizes of TEN DOLLARS each.

Senior Exhibition—By means of a Fund established in June, 1911, by Judge Oren Nelson Hilton, Bates 1871, of Denver, Colorado, a prize of THIRTY DOLLARS is available for the Senior whose part shall show the greatest excellence in thought, style, and delivery.

Commencement Week—To members of the Junior Class, one prize of SEVENTY-FIVE DOLLARS and one prize of TWENTY DOLLARS for original declamation.

## **Third—For Excellence in English Composition**

In the Second Semester—To a member of the Sophomore Class, a prize of TEN DOLLARS.

## **Fourth—For Prescribed Courses in Reading**

At the close of the year a prize of TWENTY DOLLARS is presented to the member of the Freshman Class giving

evidence of having obtained the best results from a prescribed course in reading.

#### **Fifth—For Excellence in Greek**

At the close of the first semester a prize of ten dollars each is presented by Rev. W. Bertrand Stevens, of New York City, to the young man in the Freshman Class, and to the young woman in the Freshman Class, who have done the best work in Greek.

#### **Sixth—For Excellence in Public Debate**

Second Semester—To a member of each division of the Sophomore Class, a prize of TEN DOLLARS.

Second Semester—The Champion Debate—Prizes amounting to twenty-five dollars; ten dollars for the best debate, and fifteen dollars to the best team. Six are chosen from the Sophomore Class to compete for these prizes.

Hon. F. M. Drew awards annually gold medals to men who win intercollegiate debates.

#### **Seventh—The Bryant Prize**

Through the generosity of Mr. W. H. H. Bryant of Boston, Mass., a prize of FIFTY DOLLARS will be awarded annually to the member of the Senior Class who shall prepare the best essay upon "Arbitration instead of War."

#### **The Coe Scholarship**

A scholarship of \$3,000, endowed by Thomas Upham Coe of Bangor, in memory of his brother, Eben Smith Coe. The income is awarded annually to the man in the Senior Class whose scholarship and conduct, during the previous three years of the course, have been the most



meritorious. The award is made at the close of the Junior year.

For the past year the prizes have been awarded as follows:

For General Scholarship—Arthur B. Hussey, Rachel L. Sargent, Louis Jordan, Helen M. Hilton, Maurice H. Taylor, Harriet M. Johnson, Harlene M. Kane.

For Public Declamation in 1913—To the Freshman Class, William I. Joyce, Agnes E. Harding; to the Sophomore Class, Joseph W. Fowler, Agnes E. Harding.

For Original Declamation, 1913—James R. Packard, Flora M. Lougee.

For English Composition—Leslie R. Carey, 1915, and Winnifred F. Jewell, 1915.

For best results from Prescribed Reading—Clarence L. Wentworth, 1916.

For Excellence in Greek—Harold W. Buker, Margie M. Bradbury, 1916.

For Champion Debate, 1913—Harold C. Abbot; best team, Harold C. Abbot, George B. Gustin, Geneva A. Page.

The Bryant Prize, 1913—Blynn Davis.

The Coe Scholarship, 1913—Arthur B. Hussey.

In the Intercollegiate Debate with Clark College, the winning team consisted of Gordon L. Cave, '13; Abraham S. Feinberg, '13; Ernest L. Saxton.

In the Intercollegiate Debate with Colgate University, the winning team consisted of William F. Slade, '13; George C. Marsden, '14; James R. Packard, '14.

The members of the above teams received the F. M. Drew medals.

For special proficiency in the work of any department, a student may receive an honorary appointment as assistant in that work. Such appointments for the present year

are as follows: Argumentation, Arthur Schubert, '14, and Ernest L. Saxton, '15; Biology, Herbert W. Hamilton, '14; Chemistry, Karl D. Lee, '14, Royal B. Parker, '14, and Floyd A. Redman, '14; English, John T. Greenan, '15, and Marion L. Cole, '15; German, Arthur Schubert, '14; History, George C. Marsden, '14; Latin, Wilbert S. Warren, '14, and Rachel L. Sargent, '14; Mathematics, Earl A. Harding, '15, and Charles H. Higgins, '15; Oratory, James R. Packard, '14, and Elsie E. Judkins, '14.

The editors of the *Bates Student* for 1914 are Earl A. Harding, Leslie R. Carey, John T. Greenan, Frances V. Bryant, Marion R. Cole, Helen M. Hilton.

# STUDENTS

## Senior Class

NAME	RESIDENCE	ROOM
Adams, Edith	Auburn 22 Vernon Street, Auburn	
Allen, Lloyd Carroll	Auburn	Auburn
Andronis, Nicholas	Springfield, Mass.	4 J B H
Barrow, Elwyn Greaves	Boston, Mass.	27 R W H
Beek, Charles Herbert	Calais	32 P H
Blethen, Helena Horton	Rockland	R H
Chapman, Clara Augusta	Auburn 30 Lake Auburn Ave.	
Clapp, Harold Bertell	Gray	35 P H
Coady, Kempton Joseph	Patten	17 P H
Cobb, Percy Chadwick	Gardiner	20 P H
Cooper, Herbert Almon	Berwick 9 Riverside Place	
Crandlemire, Halliberton	Millinocket	8 P H
Danahy, John Henry	Everett, Mass.	15 P H
Davis, Leon Edward	Lubec	29 P H
Dow, Philip Huse	Gray	6 R W H
Downs, Helen Jane	Riverhead, N. Y.	C H
Drake, Eugene Henry	Pittsfield	23 P H
Drumm, Enos Michael	Thomaston, Conn.	15 P H
Dunham, Louise Sargent	Portland	R H
Dunlap, Vining Campbell	Bowdoinham	32 P H
Dyer, Clarence Albert	South Portland	20 P H
Estey, Rebecca Jane	Lisbon Falls	R H
Fales, Edith Gertrude	Thomaston	C H
Foss, Helen Elizabeth	Northboro, Mass.	C H
Freese, Carrie Mae	Gorham	C H
Garcelon, Mona Cobb	Lewiston 524 Main Street	
Gatto, Vincent	Springfield, Mass.	4 J B H
George, Edith Adeline	Bedford, N. H.	M H
Goodhue, Herbert Warren	Hyde Park, Mass.	21 P H
Hadley, Charles Elmer	Lewiston 53 Shawmut Street	

Hadley, Nellie Louise	Lewiston 53 Shawmut Street
Haggerty, Jasper Charles	Houlton 31 P H
Ham, Lloyd Blinn	Cedar Grove H H
Hamilton, Herbert W.	Brockton, Mass. 33 P H
Hill, James Frank	Gray 35 P H
Humiston, Helen Ensworth	E. Jaffrey, N. H. 32 Ware Street
Hussey, Arthur Burton	Leominster, Mass. 19 R W H
Judkins, Elsie Elizabeth	Kingston, N. H. 24 Cottage Street
Lee, Karl Dayton	Leominster, Mass. 17 R W H
Lindquist, Richard Leonard	Orange, Mass. 32 P H
Lord, Marion Emma	Lisbon Falls R H
Lougee, Flora Marion	Lewiston 141 Nichols Street
McCann, Harriet Lucy	Mechanic Falls R H
McCarthy, Ellene Leo	Lewiston 126 College Street
McDaniel, Bertha May	East Barrington, N. H. C H
Marsden, George Charles	Lisbon 6 R W H
Morey, Ruth Mildred	Lewiston 161 Wood Street
Morgridge, Ralph Vernard	Dexter 20 P H
Moulton, Onsville Joshua	Gorham 11 P H
Neal, Clara Bertha	Farmington, N. H. R H
Nevers, Hazen Rainsford	Houlton 17 P H
Nichols, Mary Elizabeth	Lewiston 38 Jefferson Street
Norton, Dora Maude	Gardiner R H
O'Connell, Lawrence Raymond	Millinocket 17 P H
Packard, James Roy	Monmouth 14 P H
Paige, Mildred May	Manchester, N. H. R H
Parker, Royal Bradbury	Auburn 1 P H
Partridge, Donald Barrows	Norway Lake 13 P H
Pease, Helen Frances	Kezar Falls R H
Pierce, Edna Walker	Augusta R H
Rawson, Shirley Jay	South Paris 13 P H
Redman, Floyd Alton	Exeter 8 P H
Rowell, Etta May	Concord, N. H. C H
Ryder, Mildred May	South Brewer C H
Ryther, Harry Morgan	Enfield, Mass. 166 Holland Street
Sanborn, Marion Rae	Auburn 215 Summer Street, Auburn

Schubert, Arthur	Boston, Mass.	
		173 Wood Street
Segal, Rebecca	Lewiston	113 Bates Street
Small, William Drew	Lewiston	24 Cottage Street
Smith, Frederick	Meredith Center, N. H.	
		14 R W H
Smith, Harold Morrison	Lisbon	Lisbon
Stinson, Roy Albert	West Rumney, N. H.	1 P H
Sturtevant, Geneva Whitman	Norway	R H
Sullivan, Louis Robert	Houlton	14 P H
Swasey, Guy Henry	Lincoln	10 P H
Sylvester, Laurance Bray	Harrison	21 R W H
Sylvester, Ruth Bartlett	Harrison	C H
Tabor, Aubrey Wintworth	Waltham, Mass.	13 P H
Tash, Dora Clark	Lewiston	Lisbon Road
Tomblen, Robert Lucius	Montague, Mass.	33 P H
Townsend, Clarence Cobb	Cumberland Centre	26 R W H
Wandtke, Alice Anna	Lewiston	38 Bridge Street
Ward, Gladys Irene	Richmond Corner	
		52 Wood Street
Warren, Wilbert Scamman	South Portland	33 P H
White, Lewis Julian	Bangor	P H
Whittemore, Bertha	Jay	103 College Street
Wilson, Harold Alvan	Groveton, N. H.	8 P H
Woodman, Lawrence Chauncey	Strafford, N. H.	4 P H

## Junior Class

NAME	RESIDENCE	ROOM
Abbot, Harold C.	Dorchester, Mass.	36 R W H
Atwood, James Noah	Lewiston	246 Oak Street
Ayer, William Robinson	Milton Mills, N. H.	J B H
Baldwin, Grover Cleveland	Island Falls	J B H
Bassett, Mildred Sara	Rochester, N. H.	207 Bartlett Street
Beane, Ruth Nettie	Norway	570 Main Street
Belleau, Adrienne Annette	Lewiston	343 Sabattus Street
Blanchard, Thomas Harold	Gardiner	27 P H
Brackett, Vernon Kilby	Milbridge	P H
Brooks, Harry W.	Randolph	10 P H
Bryant, Frances Violet	Richmond	377 Main Street
Carey, Leslie Roy	Ashland, N. H.	14 R W H
Chapman, Veva Marie	Auburn	30 Lake Auburn Ave., Auburn
Clark, Ella Gertrude	Norway	M H
Clifford, Earle Robinson	South Paris	30 P H
Cole, Marion Ruth	Crystal, N. H.	40 Jefferson Street
Cox, Prescott Lyman	Manchester, N. H.	242 Oak Street
Crawford, Harold Calder	Jefferson Highland, N. H.	21 P H
Currie, Ida Beatrice	Fredericton, N. B.	159 Middle Street
Davis, Horace Junkins	Rochester, N. H.	4 R W H
Dolloff, George Ronello	Wiscasset	J B H
Durgan, Mabel Cushing	Island Falls	R H
Folsom, Annie Lora	Lewiston	8 Cottage Street
Fossett, Harlon Melvin	Pittston	19 P H
Foster, Abbie Elizabeth	East Corinth	106 Holland Street
Gerry, Ernest Melvin	East Corinth	30 P H
Googins, Mabel Gertrude	Portland	M H

Greenan, John Thomas	Jersey City, N. J.	25 P H
Greene, Marian Gwendoline	Vinalhaven	W H
Gustin, George B.	Sabattus	R W H
Hale, Etta Izella	Bridgton	691 Main Street
Harding, Earl Atherton	Hemet, California	H H
Harriman, Henry Andrew	Gardiner	27 P H
Harvey, Albert Burnham	Garland	34 R W H
Hertell, Helen Dorothy	Lewiston	384 Main Street
Higgins, Charles Henry	Auburn	
	43 Winter Street, Auburn	
Hilton, Helen May	Phillips	340 College Street
Howard, Maude Harriette	Lewiston	44 Wood Street
Jewell, Winnifred Frances	Merrimac, Mass.	R H
Jewett, Herbert George	Dexter	6 P H
Jordan, Louis	Falmouth	9 R W H
Keaney, Allan Jay	Cambridge, Mass.	28 P H
Kimball, Ida Florine	Bath	M H
Knight, Lewis Bert	Limestone	30 P H
McCullough, Welcome William	Saugus, Mass.	18 P H
Malone, Hannah Frances	Ellsworth	R H
Mansfield, Allan William	Jonesport	14 P H
Manuel, William Frederick	Houlton	25 P H
Meador, James Lawrence	Rochester, N. H.	19 R W H
Meador, Norman Daniel	Rochester, N. H.	29 R W H
Merrill, Gertrude Hersom	Gray	C H
Merrill, Gladys Amelia	Auburn	
	143 Pleasant Street, Auburn	
Mills, Una Mae	Concord, N. H.	
	112 Wood Street	
Miner, Howard Root	Gardiner	36 P H
Moore, Ernest Merrill	Gardiner	11 P H
Morrell, Barbara Nichols	Merrimac, Mass.	R H
Moulton, Joseph Langdon	Buckland, Mass.	4 R W H
Mullen, Henry Pierce	Somersworth, N. H.	25 P H
Nash, Forrest Sylvanus	Cambridge, Mass.	18 P H
Nevens, Viola Bliss	Lewiston	40 Wood Street
Nichols, Paul Frothingham	Ashburnham, Mass.	
	179 Main Street	
Oliver, Chester B.	Winnegance	24 Frye Street



Page, Geneva Adelle	Bucksport	M H
Patten, Bessie May	Pittsfield	R H
Perkins, Orman Clarence	Leeds Junction	36 P H
Richardson, Norman Cushman	Hebron	9 J B H
Rideout, Edith May	Norway	107 Bartlett Street
Ridlon, Andrew Gardener	East Rochester, N. H.	J B H
Roberts, Mary Lillian	Lisbon Falls	R H
Rosenbloom, Sarah	Lewiston	210 Park Street
Rowley, Philip William	Gloucester, Mass.	18 J B H
Sargent, Rachel Louisa	Exeter, N. H.	M H
Saxton, Ernest Leroy	Meriden, Conn.	8 R W H
Small, Elmer Owen	Bowdoinham	4 P H
Small, Ernest Libby	Lewiston	240 College Street
Smiley, Alma Velen	Caribou	7 White Street
Smith, Camilla Hight	Westbrook	256 College Street
Smith, Myra Etta	Merrimac, Mass.	M H
Smith, Paul Rexford	Belfast	6 P H
Stephanis, Costas	Brooklyn, N. Y.	4 J B H
Stinson, Parker Burroughs	Wiscasset	10 P H
Stuart, Annie Greenleaf	Lewiston	81 Elm Street
Tackaberry, William George	Lewiston	322 Bates Street
Talbot, George Keating	Gardiner	27 P H
Tarbell, Arthur Elwood	Lisbon	Lisbon
Thomas, Arnold Francis	Winthrop	9 P H
Tilton, Gladys Louise	Somersworth, N. H.	R H
Tucker, Bethania	South Orange, N. J.	M H
Tuttle, Roy Melvin	Lisbon Falls	14 J B H
Wadsworth, Mary Esther	Gardiner	R H
Walsh, Cecilia Frances	Lewiston	8 Wood Street
Webber, Elmer Harrison	Mt. Vernon	145 Nichols Street
Wheeler, Pearl Frances	Lewiston	29 Vale Street
Wheeler, Ruby Marion	Lewiston	29 Vale Street
Whitmarsh, Ethel	Pepperell, Mass.	R H
Wight, Howard Marshal	Harrison	2 P H
Witham, Kenneth Farwell	South Paris	250 College Street
Wood, Elizabeth May	Lewiston	186 Blake Street

## Sophomore Class

NAME	RESIDENCE	ROOM
Adams, Mellen Vinton	Belgrade	24 P H
Allen, Harold Wesley	Lewiston 562 Main Street	
Benjamin, Esther Marguerite	Riverhead, N. Y.	R H
Benvie, Frank William	Danvers, Mass.	17 R W H
Blaisdell, Joseph Everett	Oakland	17 J B H
Boothby, Richard Perkins	Lewiston 256 College Street, Lewiston	
Boyd, William	Norwich, Conn.	31 P H
Bradbury, Margie Miller	Biddeford	R H
Bridgham, Marion Frances	Auburn Upper Court Street, Auburn	
Bright, Karl Aubrey	Franklin, Mass.	12 P H
Bryant, Agnes	Chester, Vt.	W H
Buker, Harold Wilder	Contoocook, N. H. 133 College Street	
Cartland, Laurence Winslow	Saco	18 J B H
Chapman, Annie Enola	Kezar Falls	W H
Clifford, Harold Burton	Winthrop 431 Main Street	
Cloutman, Harold Joseph	Conway, N. H.	9 P H
Cole, Alice Marguerite	Gardiner	R H
Corcoran, John Frank	Norwich, Conn.	26 P H
Cummings, William Hiram	Auburn	17 J B H
Curtis, Bennett Harley	West Burke, Vt. 34 Vale Street	
Dickey, Ralph Clark	Augusta	6 P H
Doe, William Earnest	Kingston, N. H. 28 Frye Street	
Drew, Harold Delbert	Patten	26 P H
Dunn, Roscoe Loring	Auburn 18 Mountain Avenue	
Eldridge, Rich Phillips	Gardiner	11 P H

Emerson, Aura Bell	Roxbury, Conn.	C H
Everett, Marion Josephine	So. Paris	R H
Farnham, Ruth Stevens	Richmond	M H
Farris, Nancy Barbara	Mechanic Falls	M H
Fowler, Joseph William	Monmouth	9 J B H
Fuller, Carleton Stuart	North Turner	18 P H
Gibbs, Charles Shelby	Rangeley	142 Wood Street
Girouard, Marguerite Burke	Lewiston	91 Pine Street
Goba, John	Poughkeepsie, N. Y.	40 P H
Gould, Sherman Jewett	New Portland	3 J B H
Gray, Fred Clifton	Rochester, N. H.	12 J B H
Greene, Carroll Owen	Vinalhaven	54 P H
Greene, Robert Alvan	Vinalhaven	54 P H
Grover, Merle Fred	Charleston	34 R W H
Harding, Agnes Ellen	Auburn	
	6 Hampshire Street, Auburn	
Harriman, Irving Russell	Bethel	142 Wood Street
Hayden, Amy Gladys	Bradford, Mass.	R H
Hodnett, Mona Pearl	Danforth	M H
Hollis, Truman Wilson	Auburn	
	69 Western Avenue, Auburn	
Hood, Bernice Elva	Auburn	
	11 Manley Street, Auburn	
Hooper, Florence May	Gorham	R H
Hutchins, Marion Elizabeth	Portland	340 College Street
Hutchinson, Edward Blake	Buckfield	24 P H
Irish, Rachel May	Turner	W H
Jewers, Sybil Isabel	Eastport	C H
Johnson, Harriet Moses	Bath	40 Mountain Ave.
Johnson, Henry P.	Stetson	16 P H
Kane, Harlene Martha	Spencer, Mass.	R H
Kelley, Sara Hazel	Richmond	301 Pine Street
Keneston, Shelton Egbert	Norwich, Conn.	
	103 Wood Street	
King, Alice Gertrude	Tilton, N. H.	M H
Knowles, Eleanor Grace	Bangor	M H
Lawrence, Elmer Walcott	Wood's Hole, Mass.	18 J B H
Leavitt, Frank Oliver	Effingham, N. H.	9 P H
Leighton, Jessie Aurelia	Lewiston	99 College Street
*Littlefield, Perley Clarence	Rochester, N. H.	5 J B H

Lord, George Edward	Patten	26 P H
McCann, William Webster	Mechanic Falls	9 P H
Marston, Bonnie Oliver	Livermore Falls	
	173 Oak Street	
Marston, Elizabeth Farwell	Auburn	
	124 Winter Street, Auburn	
Merrill, Ralph Edward	Patten	26 P H
Miller, Clayton Olin	Warren, Vt.	9 P H
Mitchell, Hazel Alma	Auburn	
	143 High Street, Auburn	
Moor, Sarah Alice	Lynn, Mass.	M H
Moreau, Emily Dionne	Presque Isle	485 Main Street
Morton, William Sargent	Conway, N. H.	10 R W H
Moulton, George Burleigh	Buckland, Mass.	I P H
Mountfort, George Richard	W. Falmouth	
Mower, Gladys Louise	Melrose, Mass.	R H
Murphy, Maud Gladys	Merrimac, Mass.	M H
Nelson, Florence Althea	Rumford	M H
Norton, Floyd Wilson	Cumberland Center	17 J B H
Nutting, Lawrence Tracey	Lisbon Falls	
Oakman, Walter Frank	N. Marshfield, Mass.	2 P H
O'Connell, Maurice Winthrop	Roxbury, Mass.	11 R W H
Parker, Albert Cushman	Gorham	12 J B H
Parker, Ruth Leah	No. Windham	C H
Perry, Frances Dunbar	New Bedford, Mass.	R H
Pickard, Guy Allen	Hallowell	244 Oak Street
Pidgeon, Edwin Francis	Cambridge, Mass.	25 P H
Pike, Winchester Wadsworth	Hiram	29 P H
Pinkham, William Dwight	Lewiston	151 Nichols Street
Piper, Ethel Charlotte	Biddeford	C H
Robertson, Hildred Ellen	Rangeley	R H
Russell, Alice Hall	Gorham	M H
Russell, Dana Merrill	East Gray	34 P H
Sanford, Leroy Benjamin	Bethlehem, Conn.	17 R W H
Scott, William Michael	Lewiston	88 Shawmut Street
Seavey, John Stark	Plymouth, N. H.	36 P H
Shaw, Edward Silas	Auburn	Auburn
Shibles, Madeliene Marieta	Rockport	W H
Shores, Venila Lovina	Lyndon Center, Vt.	
	247 College Street	
Simpson, Robert Justin	Monmouth	24 J B H

Smith, Annie Lucas	Portland	C H
Smith, Donna Marjorie	Houlton	W H
Snow, William Franklin	Durham	9 J B H
Spaulding, Frederic Henry	Norridgewock	3 J B H
Stevens, Marjorie Eliza	Lewiston	167 Holland Street
Stillman, Raymond Durgin	Saco	16 P H
Swett, Francis Huntington	Norway	142 Wood Street
Swicker, Victor Calvin	Townsend, Mass.	31 R W H
Syrene, Harry Nathaniel	Worcester, Mass.	18 J B H
Taylor, Maurice Holwav	Lewiston	476 College Street
Thompson, Amy Adwynya	Biddeford	C H
Thompson, Agnes Melissa	Farmington, N. H.	R H
Thompson, Louine Adele	So. Portland	R H
Thurston, Cleveland	Newcastle	179 College Street
Townsend, Erland Seward	Cumberland Center	26 R W H
Tucker, Elmer Woodbury	Litchfield	34 P H
Wakefield, Roland Adell	Auburn	470 Court Street, Auburn
Warren, Flora May	Gorham	M H
Watson, Harry Hinckley	Patten	J B H
Wentworth, Clarence L.	Limerick	35 R W H
White, Elizabeth Florence	Lewiston	13 Oak Street
Williams, Clyde Carlton	Granby, Mass.	
Wilson, Edward Kenneth	Bowdoinham	103 Wood Street
Woodman, Orlando Charles	Portland	20 J B H
Worth, Orrie Ermina	Freedom	M H

\*Provisional candidates for a degree.

## Freshman Class

NAME	RESIDENCE	ROOM
Ackley, Marie Vesta	Bowdoinham, Me. Lisbon, Me.	
Allen, William	Lisbon Center, Me. Lisbon Center, Me.	
Astle, Harold Frank	Houlton, Me.	16 J B H
Austin, George Thomas	Cambridge, Mass.	R W H
Bacon, Theodore Eaton	New Hampton, N. H.	29 R W H
Bennett, Ethel May	Sanford, Me.	W H
Bennett, Raymond Sayles	Wrentham, Mass. 200 College Street	
Berry, Grace Elizabeth	Alton, N. H.	45 R H
Boisoneau, Ralph Charles	Putnam, Conn.	429 Main Street
Boober, Raleigh	Lee, Me.	85 Nichols Street
Bumpus, Harold Perham	Turner, Me. 11 Manley Street, Auburn	
Bumpus, Velma Claire	Turner, Me. 11 Manley Street, Auburn	
Burnett, Agnes Esther	Milford, N. H.	4 W H
Bush, Alton Williams	Athens, Me. 75 Pleasant Street, Auburn	
*Butler, John Joseph	Malden, Mass., 15 Parker Hall	
Campbell, Hazel Violet	Port Jervis, N. Y.	5 W H
Capen, Ruth	East Boothbay, Me. 32 Frye Street	
Carpenter, Frederic James	Littleton, N. H.	34 R W H
Cate, Ray Borden	Dresden Mills, Me. 94 College Street	
*Cave, Clinton J.	Center Strafford, N. H.	4 P H
Caverly, Waldo R.	Corinna, Me.	18 Golder Street
Chamberlain, Frank Ware	Cambridge, Mass.	22 P H
Chayer, Charles C.	Lyndon, Vt.	34 Vale Street
Chayer, Ethel May	Lewiston, Me.	53 Park Street
Cleaves, Mary Lawrence	East Andover, N. H.	6 W H
Coady, Conrad George	Patten, Me.	6 J B H
Cobb, Alfred Russell	Waltham, Mass.	28 P H

Collins, Frank Vincent	Ansonia, Conn.	26 J B H
Connors, Edward Harold	Gardiner, Me.	82 Sabattus Street
Cooper, William Joseph	Ansonia, Conn.	26 J B H
Crockett, John Linwood	Durham	P H
Crooker, Homer Eldridge	Bryant Pond, Me.	80 Walnut Street
Cross, Russell Nevin	W. Bowdoin	
Currier, George Franklin	Dexter, Me.	68 Wood Street
Currier, Vina Judith	Dexter, Me.	68 Wood Street
Davis, Sumner Mills	South Paris, Me.	14 P H
DeWever, James	South Gardiner, Me.	94 College Street
Dresser, Burtra Beryl	Lewiston, Me.	793 Main Street
Drew, Mary Elizabeth	Norway, Me.	6 W H
Dunlap, Genevieve	Bowdoinham, Me.	6 W H
Dunning, George Howard	Yarmouthville	
Esters, Robert Louis	Houlton	
Fales, Horace Elton	Lewiston, Me.	3 Shawmut Street
Farnsworth, Julia	Jonesport, Me.	4 W H
Fiske, Roger Baxter	Topsfield, Mass.	237 Oak Street
Fogg, John Martin	East Hebron, Me.	53 P H
French, Harriett Stevens	Auburn, Me.	25 Parker Street, Auburn
Gay, Douglas Merrill	East Granby, Conn.	18 Frye Street
Goodwin, Harry Samuel	Union, N. H.	J B H
Gray, Alvra Darrell	Bluehill, Me.	173 Wood Street
Green, Esther M.	Vinalhaven, Me.	4 W H
Green, George Ellison	Lisbon Falls, Me.	23 J B H
Green, George Leonard	South Brewer, Me.	16 P H
Greene, Victor Nichols	Vinalhaven, Me.	54 P H
Gregg, Lottie Pertis	Fort Fairfield, Me.	3 W H
Gregory, Alma Frances	Franklin, Mass.	150 College Street
Hatch, Clarence Randolph	Plymouth, N. H.	85 Nichols Street
Hinton, Herbert Ernest	Providence, R. I.	14 R W H
Hopkins, Smith Burns	Vinalhaven, Me.	173 Wood Street
Horne, Harry Lennon	Norway, Me.	P H



House, George Webster	Lincoln, Me.	34 R W H
Hubbard, John Warren	Cambridge, Mass.	P H
Hunt, Arline Merrill	Gray, Me.	4 W H
Jameson, Pauline Fuller	Colebrook, N. H.	35 R H
Jenkins, Albert Edwin	Brooks, Me.	23 J B H
Johnson, Bernard S.	Auburn, Me.	
	111 Pleasant Street, Auburn	
Johnson, William E.	Ansonia, Conn.	27 R W H
Keating, Frank Reynolds	Hooksett, N. H.	15 J B H
Kennedy, Frank Edward	Walpole, Mass.	27 P H
Knowles, Sylvester Bishop	Lubec, Me.	13 J B H
Lamson, George Carroll	Pittston, Me.	27 Vale Street
Lane, Perley Wise	Milford, Mass.	13 J B H
Lawry, Alice Evelyn	Vinalhaven, Me.	4 W H
Leach, Elsie Anne	New Bedford, Mass.	1 W H
Lemar, Joseph N.	Gardiner, Me.	27 Vale Street
Leslie, Madge Campbell	Auburn, Me.	
	24 High Street, Auburn	
Lewis, Ruth Lincoln	Bridgton, Me.	5 C H
Lougee, D. Aileen	Lewiston, Me.	
	141 Nichols Street	
Love, William Earl	Auburn, Me.	
	180 Court Street, Auburn	
Lundy, Kathryn Ormiston	Port Jervis, N. Y.	
	195 Oak Street	
Macdonald, Irene Keeler	Portland, Me.	2 W H
McCann, Julia Peables	Auburn, Me.	
	122 Goff Street, Auburn	
McCormack, Michael Joseph	Ansonia, Conn.	26 J B H
McDonald, Frank Edward	Uxbridge, Mass.	28 P H
McKeen, John Henry	West Paris, Me.	
	142 Wood Street	
Manchester, Evelyn May	Northeast Harbor, Me.	45 R H
Martin, Mary Anna	Franklin, Mass.	43 R H
Mills, Elmer Haskell	Harrison, Me.	31 P H
Millspaugh, Ruth	Port Jervis, N. Y.	
	6 Davis Street	
Mitchell, Helen Staples	Chase's Mills, Me.	36 R H
Moody, Ruth	Wells, Me.	33 R H
Murray, Francis Dennis	Franklin, Mass.	12 P H
Nelson, Esther Pauline	Fithian, Ill.	2 W H

Nelson, Laura Augusta	Mechanic Falls, Me. Mechanic Falls
Newman, Elinor	Augusta, Me. 5 R H
Paine, Ida Bess	Lisbon Falls, Me. 6 C H
Peables, Bernard Laurence	Auburn, Me. 7 High Street, Auburn
Pedbereznak, Joseph Andrew	Ansonia, Conn. 179 College Street
Pendelow, George Thorpe	Ansonia, Conn. 24 J B H
Peterson, Edwin T.	Dorchester, Mass. 19 P H
Phelan, Martin Goulding	Sabattus, Me. Sabattus
Prew, Raymond Basil	North Attleboro, Mass. 237 Oak Street
Purinton, Arthur Leonard	Lewiston, Me. 36 Mountain Avenue
Purinton, Roland Earle	Bowdoinham, Me. 17 J B H
Rankin, Charles Stephens	Mechanic Falls, Me. Mechanic Falls
Rankin, Clark Colby	Mechanic Falls, Me. Mechanic Falls
Richmond, Eleanor	Dover, N. H. 5 R H
Riley, Henry Irving	North Attleboro, Mass. 237 Oak Street
Rollins, Ruth Elizabeth	Lewiston, Me. 160 Ash Street, Lewiston
Rose, Benjamin S.	North Cambridge, Mass. 237 Oak Street
Russell, Eula Lane	Leeds, Me. 43 R H
Sceles, Eleanor Garland	Portland, Me. 125 Ash Street
Seavey, Hazel Linnie	Calais, Me. 229 Oak Street
Segal, Israel	Lewiston, Me. 113 Bates Street, Lewiston
Shaw, George Weyman	Blaine, Me. P H
Sherman, John Lester	Norwood, R. I. 5 J B H
Skinner, Ruth Angela	Colebrook, N. H. 35 R H
Smith, Celia Frances	Hallowell, Me. 5 W H
Smith, Eugene Frank Everett	Lubec, Me. 13 J B H
Soper, Chester Abram	Minot, Me.
Stettbacher, Henry J.	Ansonia, Conn. 179 College Street
Stone, Carl D.	Lisbon Falls

Sturgis, Ruth Leighton	Portland, Me.	16 R H
Sullivan, James Herbert	Houlton, Me.	16 J B H
Thissell, Philip Earl	Lowell, Mass.	24 J B H
Thompson, Laurence Oran	Wales, Me.	21 J B H
True, Frances Hazel	New Portland	R H
Turner, Adin Sharon	Jefferson, Me.	15 J B H
Wade, Laforest Edwin	Salem, Mass.	2 J B H
Walker, John Card	Mechanic Falls, Me.	
	Mechanic Falls	
Waterhouse, Fred Foster	Wells Depot, Me.	J B H
Webb, Philip Raymond	Portland, Me.	24 J B H
Weber, Edwin Freser	Roxbury, Mass.	36 R W H
Webster, Millard Duston	Berwick, Me.	51 P H
Wellman, Marion Josephine	Lewiston, Me.	9 Arch Ave.
Weymouth, Ethel Marion	North Berwick, Me.	4 R H
White, Mary Alma	Topsham, Me.	
	452 Sabattus Street	
Wiggin, Morton Hayes	East Barrington, N. H.	5 J B H
Wight, Ronell Ellis	Harrison, Me.	2 P H
Wills, Esther Gertrude	Lewiston, Me.	
	143 Horton Street	
Winslow, Chester Tripp	Webbs Mills, Me.	34 P H

## Special Course

NAME	RESIDENCE	ROOM
Brooks, Charles J.	Everett, Mass.	P H
Cairns, Harold W.	Quincy, Mass.	33 R W H
Elliott, George L.	Lewiston	99 Horton Street
Elwell, Ernest Albert	W. Buxton	R W H
Hamlin, Norman William	Otisfield	429 Main Street
Ireland, Allen Gilbert	Waltham, Mass.	22 P H
Johnston, Fred Robie	Masardis	41 P H
Kerr, George Ropes	Medford, Mass.	19 P H
Slade, Milton Arthur	Chelsea, Mass.	2 R W H
Stockford, Melville	Sabattus	Sabattus
Tobie, Charles Rudolph	Mechanic Falls	32 R W H
Von Tobel, Christian Herbert	Tremont, Ill.	2 R W H
Wilcox, Lucius Joel	Greenfield, Mass.	143 Horton Street

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H H—Hathorn Hall

R W H—Roger Williams Hall

P H—Parker Hall

E H—East Hall

J B H—John Bertram Hall

R H—Rand Hall

C H—Cheney House

M H—Milliken House

W H—Whittier House

## Graduates of 1913

Adams, Enoch Hermon  
Adams, Frank Clason  
Alley, Harold Cushman  
Atto, Bessie Mae  
Ballard, Margaret Aimee  
Barr, Ralph Raymond  
Bennett, Warren Leroy  
Bessey, Ellwood George  
Blake, Verne  
Blanchard, Vaughn Seavy  
(As of the Class of 1912)  
Bonney, Ralph Merrill  
Cameron, Vera Catherine  
Carter, Albert Raymond  
Cash, Leon Eugene  
Cave, Gordon Luther  
Cheever, John Plympton  
Conklin, George Forby, Jr.  
(As of the Class of 1912)  
Conner, Grace Jarvis  
Corey, Verna May  
Corley, Douglas Hilary  
Currier, Elaine  
Currier, Hazel Narinda  
Cutts, Ethel Batson  
Davis, Blynn Edwin  
Day, Florence Augusta  
Deane, Lewis James  
(As of the Class of 1902)  
Deering, Walter Preston  
De Lano, Alton Irwin  
Dennis, Carlton Amory  
Dexter, Burt Lee  
Dickson, John Hewson, Jr.  
Dickson, Margaret Henrietta  
Doughty, Elizabeth Emily  
Durrell, Lynne Howard  
Eliopoulos, Constantine  
Nicholas  
Emmons, George Hinckley  
Fales, Ione Bertha  
Feinberg, Abraham Selig  
Fletcher, Walter Ray  
Goudy, Mildred Irene  
Gove, Guy Harold  
Graham, Jeanie Sewell  
Griffin, Ernest Harrison  
Grindle, Wade Lincoln  
Hall, Lincoln  
Hall, Lora Edna  
Holden, Gladys Marie

Holmes, Mary Louise  
Holt, Clifton Bailey  
Houston, Howard Raymond  
Huckins, Mary Esther  
Hull, Frank Jay  
James, Leon Charles  
Jecusco, Francis Stevens  
Jewett, Frank Harold  
Jones, Beatrice Leona  
Jordan, Leila Erdine  
Kempton, William Riley  
Kidder, Henry Wadsworth  
Longfellow  
Knight, Melvin Colby  
Lougee, Marguerite Emma  
Lougee, Nellie Delphine  
McDaniel, John Frank  
McNish, James Francis  
Macomber, Edith Marguerite  
Manter, Franklin Henley  
Mills, Lillian Bessie  
Morrison, Arthur Chester  
Nickerson, Paul Sumner  
Pennell, Walter Johnson  
Pillsbury, Lulene Aura  
Plumstead, Joseph Edwin  
Rackliffe, Mabel Loveland  
Rollins, Aletha  
Ross, Bernard  
Sawyer, Louise Frances  
Sawyer, William Hayes, Jr.  
Seeley, George Mervil  
Shepard, Ray Arthur  
Slade, William Franklin  
Sleeper, Frank Eugene, Jr.  
Smith, Alice Carey  
Smith, Mary Elizabeth  
Smith, Ruth Evelyn  
Thing, Alice  
Thing, Emma Rachel  
Thompson, Clinton Ray  
Tuttle, Kathlene Helen  
Vaughan, Joseph Dyer  
Vose, Helen  
Walsh, William Augustine  
Weeks, Amy Louise  
Whitehouse, Ruby Dorothy  
Wilson, Clinton Donnelly  
Woodman, Gladys Leona  
Woodman, Harry Andrews

## Commencement Honors

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### In Language and Literature

Blynn Edwin Davis  
Walter Preston Deering  
Abraham Selig Feinberg  
Wade Lincoln Grindle  
Margaret Aimee Ballard  
Vera Catherine Cameron  
Mildred Irene Goudy  
Mary Esther Huckins  
Aletha Rollins

### In Philosophy

Elwood George Bessey  
Walter Preston Deering  
William Franklin Slade  
Jeanie Sewell Graham  
Mary Esther Huckins

### In Science

Ralph Merrill Bonney  
Blynn Edwin Davis  
William Riley Kempton  
Joseph Dyer Vaughan  
Marguerite Emma Lougee  
Alice Thing  
Ruby Dorothy Whitehouse



## Bates Alumni Associations

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### General Association

President, Frank E. Parlin, '86, Cambridge, Mass.

First Vice-President, L. M. Sanborn, '92, Portland, Me.

Second Vice-President, Dr. W. B. Cutts, '91, Providence, R. I.

Third Vice-President, Ralph I. Morse, '00, Belfast, Me.

Secretary-Treasurer, John L. Reade, '83, Lewiston, Me.

Executive Committee, C. E. Brockway, '78; R. Nelson, '87; Harold S. Libbey, '06.

### Boston Association

President, William L. Parsons, '05, Boston, Mass.

Vice-President, Louis H. Wentworth, '86, Somerville, Mass.

Secretary, Oren C. Boothby, Esq., '96, 35 Congress Street, Boston, Mass.

### New York Association

President, A. F. Gilmore, '92, 100 Washington Square, New York, N. Y.

Secretary, G. W. Thomas, Esq., '96, 100 Broadway, N. Y.

### Cheney Club

President, Hon. Cyrus H. Little, '84, Manchester, N. H.

Vice-President, Joseph A. Wiggin, '09, Contoocook, N. H.

Secretary, Jessie H. Nettleton, '07, Pembroke, N. H.

**Stanton Club**

President, Louis B. Costello, '98, Lewiston, Me.

Vice-President, Lester L. Powell, '00, Saco, Me.

Secretary, L. M. Sanborn, Esq, '92, 57 Exchange Street, Portland, Me.

**Connecticut Valley Association**

President, Arthur P. Irving, '93, Springfield, Mass.

Secretary-Treasurer, Mrs. Alice Sands Stockwell, '04, Hartford, Conn.

Chairman Executive Committee—Howard C. Kelly, '03, Springfield, Mass.

**Rhode Island Association**

President, Herbert E. Walter, '92, Brown University, Providence, R. I.

Secretary-Treasurer, Leroy G. Staples, '00, Warren, R. I.

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The Bulletin of Bates College is published by the College four times a year.

Entered at the Post Office at Lewiston, Maine, as second-class mail matter, under the provisions of the Act of July 16, 1894.



Bulletin  
of  
Bates College

Sent to accompany application  
for scholarship, with courses pursued  
marked by Rachel L. Sargent  
Westbrook Seminary  
Portland, Maine

Bates College

1914-1915





# BATES COLLEGE

LEWISTON MAINE

1914-1915

LEWISTON, MAINE  
THE JOURNAL PRINTSHOP  
1914

# CALENDAR-1915

JANUARY.							JULY.						
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MAY.							NOVEMBER.						
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JUNE.							DECEMBER.						
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# 1916

JANUARY.						
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FEBRUARY.						
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JUNE.						
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# Calendar

1914

Sept. 22, 23	Examinations for Admission to College Tuesday and Wednesday, 8.30 A.M., 1.30 P.M.
Sept. 24	First Semester began 8.40 A.M. Prayers. Registration Thursday 1.30 P.M.
Nov. 2-13	Sophomore Preliminary Public Speaking 1.30 P.M.
Nov. 14	Tuition due
Nov. 14	Prize Division 2.00 P.M.
	Thanksgiving Recess from 12 M., November 25 to 12 M., November 30
	Christmas Recess from 12 M., December 23, 1914 to 7.40 A.M., January 5, 1915

1915

Jan. 13-27	Sophomore Debates 2.00 P.M.
Jan. 28	Day of Prayer for Colleges Thursday
Feb. 3-10	Midyear Examinations
Feb. 11	Second Semester begins : 7.40 A.M.
Feb. 22	Washington's Birthday
Feb. 23-Mar. 5	Freshman Public Speaking 1.30 P.M.
March 6	Prize Division 2.00 P.M.
March 15	Tuition due
March 18	Senior Exhibition Thursday, 7.45 P.M.
	Easter Recess, from 12 M., March 26 to 7.40 A.M., April 6
May 30	Memorial Day
June 7	Examinations at Preparatory Schools
June 9	Junior Exhibition Wednesday, 7.45 P.M.
June 10	Last Chapel Thursday
June 10	Ivy Day Exercises Thursday
June 11-18	Final Examinations
June 20	Baccalaureate Exercises Sunday, 3.30 P.M.
June 22	Annual Meeting of the Corporation Tuesday, 9.00 A.M.
June 22	Class Day Exercises Tuesday, 2.30 P.M.
June 22	Annual Meeting of the Alumni Tuesday, 7.30 P.M.
June 22	Illumination of College Campus Tuesday, 7.45 P.M.
June 23	Commencement Wednesday, 10.00 A.M.
June 23	President's Reception to the Graduates Wednesday, 8.00 P.M.
Sept. 21-22	Examinations for Admission to College Tuesday and Wednesday, 8.30 A.M., 1.30 P.M.
Sept. 23	First Semester begins : 8.40 A.M. Thursday
Nov. 15	Tuition due
Nov. 1-12	Sophomore Preliminary Public Speaking 1.30 P.M.
Nov. 13	Prize Division 2.00 P.M.
	Thanksgiving Recess, from 12 M., November 24 to 12 M., November 29
Dec. 22	Christmas Recess begins

## Office Hours

The Assistant Treasurer, Roger Williams Hall  
The Registrar, Roger Williams Hall 8.30 A.M.-12 M. 1.30 P.M.-4.30 P.M.

# General Information

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## FOUNDATION

Bates College grew out of the Maine State Seminary, chartered in 1855. In 1862 sixteen young men in this school petitioned the Trustees to provide facilities for collegiate instruction. In the fall of 1863 the first Freshman class was admitted, and in the winter of 1864 a new charter was secured, and Maine State Seminary became Bates College. The name Bates College was given by the Trustees in grateful acknowledgment of the generosity of Mr. Benjamin E. Bates of Boston, Mass., one of the founders of the city of Lewiston. Mr. Bates had taken a warm interest in the Seminary, and it was his encouragement, with a subscription in 1863 of \$25,000, which led to its development into the College. To this sum he subsequently added \$75,000. Mr. Bates died in 1877. Other friends have generously aided the institution, but none of their benefactions have surpassed in amount the gifts of Mr. Bates.

Lewiston, in which the College is situated, is the second city in population in Maine, having thirty thousand inhabitants. It is on the east bank of the Androscoggin, thirty-five miles northeast of Portland. It is connected by four bridges with Auburn, a city with sixteen thousand inhabitants, on the opposite bank of the river. The two cities are among the most enterprising and progressive in the East. Many of their public buildings are exceptionally beautiful and substantial. Their excellent public schools are constantly bringing to the two cities from all parts of Maine, and even from adjoining states, parents eager to secure a good education for their children. The Jordan High School, of Lewiston, and the Edward Little High School, of Auburn, rank among the best preparatory schools in New England. The pulpits of Lewiston and Auburn are occupied by able and scholarly men, and residents of few towns have better facilities for hearing the representative lecturers and orators of our country. The two cities are remarkably healthful, are situated amid some of the most beautiful scenery of the Androscoggin valley, and combine in a rare degree the educa-



tional influences afforded by the presence of business energy, of scholarly leisure, and of attractive environments. They are a little more than four hours distant from Boston, and are accessible from all directions by means of four railways—the Grand Trunk, the Portland and Rumford Falls, and two lines of the Maine Central. These with numerous electric roads make the college easily accessible from every direction. The college grounds consist of fifty-five acres in the suburbs of Lewiston. They have great natural beauty and command fine views of the surrounding country. From the summit of Mount David, given by the late Mrs. Archibald Wakefield and the late Mrs. John M. Frye, as the site for an astronomical observatory, the White Mountains, more than fifty miles away, are distinctly visible. Through the generosity of the children of Mrs. Wakefield, three and one-half acres have (in September, 1912) been added to this earlier gift and nearly all of Mount David is now owned by the college—giving to the campus a distinctive charm that arrests the attention of every visitor.

### CHARACTER OF THE COLLEGE

The college is unsectarian in its organization, aims and methods, but it is unequivocally Christian. Breadth and thoroughness are sought, not only in literary and scientific attainments, but in moral and spiritual culture. What are called the vices of student life are practically unknown at Bates. No student can be a member of the College without taking and keeping a pledge to abstain from alcoholic drinks, and no student may receive beneficiary aid without abstaining from all use of tobacco. Hazing has never been tolerated. A large percentage of the students are actively religious, and among them are represented nearly all the religious denominations of New England. It has been the constant aim of the College to encourage and aid students of limited means and to exclude such habits and customs as lead to extravagant and unnecessary expenditures. Planted in a thrifty and frugal community, Bates is for a wide area the natural college home for students of limited means. The community, with its numerous industries, offers unusual opportunities for work; and college spirit and tradition make labor honorable. The Faculty of Bates find one of their highest pleasures

in helping young men and young women to solve the problem of ways and means. An Employment Bureau composed of members of the Faculty and of Alumni is able practically to assure remunerative work to students able and willing to engage in self-help. Every year Bates students are engaged in more than sixty different kinds of employment. There are one hundred and one scholarships. Ninety-seven of these, of \$1,000 each, pay fifty dollars per year, each, to as many deserving young men and young women. The other four are the Coe Scholarship of \$3,000 and the Dana Estes Scholarship of \$2,500, the John Bartlett Kezar Scholarship of \$2,000, and the Fitz Scholarship of \$1,500. Students preparing for the Christian ministry or for other kinds of public Christian service may receive aid from the Edgecomb Fund. Students of ample, of moderate, and of limited means live and work together in absolute social equality. From its organization in 1863, the College has received young women on the same terms with young men, thus beginning on the Atlantic seaboard the movement for the higher education of women.

The government of the College is vested in two co-ordinate boards: President and Fellows, and Overseers. Under the Charter of the College, the Board of Overseers must consist of five classes, each of them holding office for five years. Each class numbers five members, two of the five having been nominated from the alumni. At the present time seven of the fourteen Fellows and nineteen of the twenty-five Overseers are alumni. The graduates of Bates number 1926. Of these 1779 are living. The Bates Semi-Centennial was celebrated June 21-24, 1914.



# Corporation

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TERM EXPIRES IN 1919

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410 Main Street

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342 College Street

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6 Frye Street

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143 Wood Street

\*On leave of absence.



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250 College Street

MABEL EMERY MARR, A.B.,  
Assistant Librarian,  
205 College Street

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Superintendent of Grounds and Buildings,  
143 Wood Street

# Committees of the Faculty

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## DEGREES

G. C. CHASE, STANTON, JORDAN, HARTSHORN

## ATHLETICS

R. D. PURINTON, POMEROY, RAMSDELL

## ENTRANCE EXAMINATIONS

KNAPP, HARTSHORN, BAIRD, RAMSDELL

## REGISTRATION

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## CURRICULUM

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KNAPP, WHITEHORNE

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## CO-OPERATION WITH LITERARY SOCIETIES

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## MUSIC

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## ALUMNI

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## STANDING OF STUDENTS

GOULD, ROSS, COLEMAN

## COLLEGE COMMONS

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R. D. PURINTON

## PROMOTION OF RELIGIOUS INTERESTS

H. R. PURINTON, G. M. CHASE, KNAPP, ROBINSON,  
ROWE, Miss BELL, COLEMAN, LEONARD,  
ANDREWS

## Terms of Admission

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All candidates for admission to the College must offer satisfactory testimonials of good moral character; and those that have been members of other colleges must present certificates of honorable dismissal.

The requirements in particular subjects are as follows:

The requirements in Latin are those recommended in the "Report of the Commission on College-Entrance Requirements in Latin," and are as follows:

### LATIN

#### I. AMOUNT AND RANGE OF THE READING REQUIRED.

1. The Latin reading required of candidates, without regard to the prescription of particular authors and works, shall be not less *in amount* than Cæsar, Gallic War, I-IV; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Vergil, Aeneid, I-VI.

2. The amount of reading specified above shall be selected by the schools from the following authors and works: Caesar (Gallic War and Civil War) and Nepos (Lives); Cicero (orations, letters, and De Senectute), and Sallust (Catiline and Jugurthine War); Vergil (Bucolics, Georgics, and Aeneid), and Ovid (Metamorphoses, Fasti, and Tristia).

#### II. SUBJECTS AND SCOPE OF THE EXAMINATIONS.

1. *Translation at Sight.* Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the pas-

sages set will be suited to the preparation secured by the reading indicated above.

2. *Prescribed Reading.* Candidates will be examined also upon the following prescribed reading: Cicero, orations for the Manilian Law and for Archias, and Vergil, Aeneid, I, II, and either IV or VI at the option of the candidate, with questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

3. *Grammar and Composition.* The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

#### SUGGESTIONS CONCERNING PREPARATION.

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of

the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphor. Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination cannot test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practised.

The work in composition should give the student a better understanding of the Latin he is reading at the time, if it is prose, and greater facility in reading. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read as well; for this work the prose authors already studied should be used as models.

On the basis of the above Report the examinations will be grouped as follows:

## I. TWO YEARS OF LATIN.

The examination will be adapted to the proficiency of those that have studied Latin in a systematic course of five exercises a week for two years. It will include translation from Cæsar's Gallic War, Book I, easy sight passages, and Grammar and Composition.

This examination is designed to meet the needs of such candidates for the degree of Bachelor of Science as offer only two years of Latin.

## II. ELEMENTARY LATIN.

The examination will be adapted to the proficiency of those that have studied Latin in a systematic course of five exercises a week for at least three years. It will include translation of prose at sight, Cicero, as indicated above in Section II, Article 2, and Grammar and Composition.

## II. ADVANCED LATIN.

The examination will be adapted to the proficiency of those that have studied Latin in a systematic course of five exercises a week for at least four years. It will cover the work outlined in Section II of the Report.

## GREEK

### I. ELEMENTARY GREEK.

Candidates presenting this subject should be able to translate at sight simple Attic prose, and should possess a thorough mastery of ordinary Greek inflections, principles of syntax, and idioms, involving the ability to write simple Attic prose. To attain the required proficiency, a student should have studied Greek two years, in a systematic course of five exercises a week, including the reading of four books of Xenophon's *Anabasis* or an equivalent, thorough study of Grammar, and considerable practice in writing Greek sentences involving ordinary idioms and constructions.

### II. ADVANCED GREEK.

Candidates presenting this subject should be able to translate at sight passages from Homer, as well as from



Attic prose, and should be well grounded in the epic dialect, the prosody of Homer and the general features of Homeric life. They should also be able to translate into Attic prose simple English passages of connected narrative. These requirements involve, in addition to the course in Elementary Greek, a third year of study, with exercises five times a week, and necessitate the reading of additional Attic prose and of at least the first three books of the Iliad or an equivalent, and practice in the writing of connected passages of Attic prose.

Students admitted without Greek may begin the study of Greek in the Freshman year and go on to the regular courses in that language.

#### ENGLISH

The study of English in school has two main objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation.

*Grammar and Composition.* The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, sentences, and paragraphs should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary-school period. Written exercises may well comprise letter writing, narration, description, and easy exposition and argument. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from his

reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in his recitations and various exercises, whether written or oral.

*Literature.* The second object is sought by means of two lists of books, headed respectively *Reading* and *Study*, from which may be framed a progressive course in literature covering four years. In connection with both lists, the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages in both verse and prose. As an aid to literary appreciation, he is further advised to acquaint himself with the most important facts in the lives of the authors whose works he reads and with their place in literary history.

#### A. READING

The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving him a first-hand knowledge of some of its best specimens. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

For 1915-1919.

Group I. Classics in Translation. The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the Odyssey, with the omission, if desired, of Books i-v and xv-xvii; the Iliad, with the omission, if desired, of Books xi, xiii, xiv, xv, xxvii, xxi; Vergil's Æneid. The Odyssey, Iliad and Æneid should be read in English translations of recognized literary excellence.

For any unit of this group a unit from any other group may be substituted.

Group II. Shakespeare. *Midsummer Night's Dream*; *Merchant of Venice*; *As You Like It*; *Twelfth Night*; *The Tempest*; *Romeo and Juliet*; *King John*; *Richard II*; *Richard III*; *Henry V*; *Coriolanus*; *Julius Cæsar*;\* *Macbeth*;\* *Hamlet*.\*

Group III. Prose Fiction. Malory: *Morte d'Arthur* (about 100 pages); Bunyan: *Pilgrim's Progress*, Part I; Swift: *Gulliver's Travels* (voyages to Lilliput and to Brobdignag); Defoe: *Robinson Crusoe*, Part I; Goldsmith: *Vicar of Wakefield*; Frances Burney: *Evelina*; Scott's Novels: any *one*; Jane Austen's Novels: any *one*; Dickens' Novels: any *one*; Thackeray's Novels: any *one*; George Eliot's Novels: any *one*; Mrs. Gaskell: *Cranford*; Kingsley: *Westward Ho!* or *Hereward, the Wake*; Reade: *The Cloister and the Hearth*; Blackmore: *Lorna Doone*; Hughes: *Tom Brown's School Days*; Stevenson: *Treasure Island* or *Kidnapped* or *Master of Ballantrae*; Cooper's Novels: any *one*; Poe: *Selected Tales*; Hawthorne: *The House of the Seven Gables* or *Twice Told Tales* or *Mosses from an old Manse*; A collection of *Short Stories* by various standard writers.

Group IV. Essays, Biography, etc. Addison and Steele: *The Sir Roger de Coverley Papers* or *Selections from the Tatler and Spectator* (about 200 pages); Boswell: *Selections from the Life of Johnson* (about 200 pages); Franklin: *Autobiography*; Irving: *Selections from the Sketch Book* (about 200 pages) or *Life of Goldsmith*; Southey: *Life of Nelson*; Lamb: *Selections from the Essays of Elia* (about 100 pages); Lockhart:

\* If not chosen for study under B.

Selections from the Life of Scott (about 200 pages); Thackeray: Lectures on Swift, Addison, and Steele in the English Humorists; Macaulay: Any *one* of the following essays: Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederic the Great, Madame d'Arblay; Trevelyan: Selections from the Life of Macaulay (about 200 pages); Ruskin: Sesame and Lilies or Selections (about 150 pages); Dana: Two Years Before the Mast; Lincoln: Last Public Address, the Letter to Horace Greeley, together with a brief memoir or estimate of Lincoln; Parkman: The Oregon Trail; Thoreau: Walden; Lowell: Selected Essays (about 150 pages); Holmes: The Autocrat of the Breakfast Table; Stevenson: An Inland Voyage and Travels with a Donkey; Huxley: Autobiography and selections from Lay Sermons, including the addresses on Improving Natural Knowledge, A Liberal Education, and A Piece of Chalk; A Collection of Essays by Bacon, Lamb, DeQuincey, Hazlitt, Emerson, and later writers; A Collection of Letters by various standard writers.

Group V. Poetry. Palgrave: Golden Treasury (First Series): Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave: Golden Treasury (First Series): Book IV, with special attention to Wordsworth, Keats and Shelley (if not chosen for study under B); Goldsmith: The Traveller and The Deserted Village; Pope: The Rape of the Lock; A collection of English and Scottish Ballads, as, for example, some Robin Hood ballads, The Battle of Otterburn, King Estmere, Young Beicham, Bewick and Grahame, Sir Patrick Spens, and a selection from later ballads; Coleridge: The Ancient Mariner; Byron: Childe Harold, Canto III or IV, and

The Prisoner of Chillon; Scott: The Lady of the Lake, or Marmion; Macaulay: The Lays of Ancient Rome, The Battle of Naseby, The Armada, Ivry; Tennyson: The Princess, or Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur; Browning: Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Hervé Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City, The Italian in England, The Patriot, The Pied Piper, "De Gustibus—," Instans Tyrannus; Arnold: Sohrab and Rustum, and The Forsaken Merman; Selections from American Poetry, with special attention to Poe, Lowell, Longfellow, and Whittier.

#### B. STUDY

This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

Group I. Drama. Shakespeare: Julius Cæsar, Macbeth, Hamlet.

Group II. Poetry. Milton: L'Allegro, Il Penseroso, and either Comus or Lycidas; Tennyson: The Coming of Arthur, The Holy Grail, and The Passing of Arthur; The selections from Wordsworth, Keats, and Shelley in Book IV of Palgrave's Golden Treasury (First Series).

Group III. Oratory. Burke: Speech on Conciliation with America; Macaulay's Speech on Copyright and Lincoln's Speech at Cooper Union; Washington's Farewell Address and Webster's First Bunker Hill Oration.



Group IV. Essays. Carlyle: Essay on Burns, with a selection from Burns' Poems; Macaulay: Life of Johnson; Emerson: Essay on Manners.

Examination. However satisfactory in subject matter, no paper will be considered satisfactory if seriously defective in punctuation, spelling, or other essentials of good usage.

The examination will be divided into two parts, one of which will be on grammar and composition, and the other on literature.

In grammar and composition, the candidate may be asked specific questions upon the practical essentials of these studies, such as the relation of the various parts of a sentence to one another, the construction of individual words in a sentence of reasonable difficulty, and those good usages of modern English, which one should know in distinction from current errors. The main test in composition will consist of one or more essays, developing a theme through several paragraphs; the subjects will be drawn chiefly from the books read.

An examination in literature will include:

A. General questions designed to test such a knowledge and appreciation of literature as may be gained by fulfilling the requirements defined under A. READING, above. The candidate will be required to submit a list of books read in preparation for the examination, certified by the principal of the school in which he was prepared; but this list will not be made the basis of detailed questions.

B. A test on the books prescribed for study, which will consist of questions upon their form, content, and structure, and upon the meaning of such words, phrases, and allusions as may be necessary to an understanding of

the works and an appreciation of their salient qualities of style. General questions may also be asked concerning lives of the authors, their other works, and the periods of literary history to which they belong.

## MATHEMATICS

### I. ELEMENTARY MATHEMATICS.

(1) Algebra. Through equations of the second degree.

Although candidates are not examined in Arithmetic, a thorough knowledge of its fundamental principles is an essential part of a preparatory course. This subject should not be neglected by candidates.

The required work in Algebra should cover two years' work of five recitations per week, and includes the following subjects: Factors, fractions, ratio and proportion; negative quantities and interpretation of negative results; a thorough knowledge of radicals and the solution of equations involving radicals, fractional and negative exponents; the binomial theorem for positive integral exponents; extraction of roots; the solution of equations with one or more unknowns, whether of the first or second degree, and with literal as well as numerical coefficients, and of problems leading to such equations; arithmetical and geometrical progression.

It is recommended that the student familiarize himself with the solution of simultaneous equations of two or three unknowns, that he be able to solve quadratics at sight, either by factorization or by formula, and that he learn to draw the graphs of linear and quadratic equations of two unknowns.

(2) Plane Geometry. The required work in plane geometry should extend throughout one year of five recitations per week.



The theorems and constructions as found in good text-books: The properties of plane rectilinear figures; the circle, and the measurement of angles; similar polygons; areas; regular polygons and the measurement of the circle. A large part of the time should be given to original demonstrations of exercises, and this should be insisted upon as a part of the required work in the course.

## II. ADVANCED MATHEMATICS.

(1) Algebra, including choice, chance, theory of limits, the binomial theorem for negative and fractional exponents, logarithms, series, determinants, graphs, derivatives, and the theory of equations.

(2) Solid Geometry, as represented by the ordinary college text-books. Candidates should be able to solve readily problems of solid mensuration and to demonstrate original theorems that may be deduced easily from the text.

(3) Plane Trigonometry, as represented by the usual text-books. Candidates must be familiar with the theory and use of six-place logarithmic tables.

## FRENCH

The admission requirements in elementary and advanced French are those recommended by the Modern Language Association of America.

### I. ELEMENTARY FRENCH.

The work to be done during the first year should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plurals of nouns, the inflection of adjectives, participles, and pro-

nouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax; (3) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation.

During the second year, the work should comprise: (1) the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches; (2) constant practice, as in the previous year, in translating into French easy variations upon the texts read; (3) frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (6) mastery of the forms and use of pronouns, of pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and the subjunctive.

Suitable texts for the second year are: About's "Le roi des montagnes," Bruno's "Le tour de la France," Daudet's easier short tales, La Bédollière's "La Mère Michel et son chat," Erckmann-Chatrion's stories, Foa's "Contes biographiques" and "Le petit Robinson de Paris," Foncin's "Le pays de France," Labiche and Martin's "La poudre aux yeux" and "Le voyage de M. Perichon," Legouv   and Labiche's "La cigale chez les fourmis,"

Malot's "Sans famille," Mairêt's "La tâche du petit Pierre," Mérimée's "Colomba," extracts from Michelet, Sarcey's "Le siège de Paris," Verne's stories.

## II. ADVANCED FRENCH.

During the third year the work should comprise the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts are: About's stories, Augier and Sandeau's "Le gendre de M. Poirier," "Béranger's poems," Daudet's "La Belle-Nivernaise," Corneille's "Le Cid" and "Horace," Coppée's poems, Le Brète's "Mon oncle et mon curé," Madame de Sévigné's letters, Hugo's "Hernani" and "La Chute," Labiche's plays, Loti's "Pêcheur d'Islande," Mignet's historical writings, Molière's "L'Avare," and "Le Bourgeois Gentilhomme," Racine's "Athalie," "Andromaque" and "Esther," Thier's "L'expédition de Bonaparte en Egypte," George Sand's plays and stories, Sandeau's "Mademoiselle de la Seiglière," Scribe's plays, Thierry's "Recits des temps mérovingiens," Vigny's "La canne de jonc," Voltaire's historical writings.

## GERMAN

The admission requirements in elementary and advanced German are those recommended by the Modern Language Association of America.

### I. ELEMENTARY GERMAN.

The first year's work should comprise: (1) careful drill upon pronunciation; (2) memorizing and frequent

repetition of easy colloquial sentences; (3) drill upon the rudiments of grammar, that is, upon the inflection of the articles, of such nouns as belong to the language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs, also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word order; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in reproducing natural forms of expression; (5) the reading of 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in reproducing from memory sentences previously read.

The second year's work should comprise: (1) the reading of 150 to 200 pages of literature in the form of easy stories and plays; (2) accompanying practice, as before, in translating into German easy variations upon the matter read, also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages; (3) continued drill upon the rudiments of grammar, directed to the end of enabling the pupil, first, to use his knowledge with facility in forming sentences, and second, to state his knowledge correctly in the technical language of grammar.

Stories suitable for the elementary course can be selected from the following list: Andersen, *Märchen* and *Bilderbuch ohne Bilder*; Arnold, *Fritz auf Ferien*; Baumbach, *Die Nonna* and *Der Schwiegersohn*; Gerstäcker, *Germelshausen*; Heyse, *L'Arrabbiata*, *Das Mädchen von Treppi*, and *Anfang und Ende*; Hillern, *Höher als die Kirche*;

Jensen, *Die braune Erica*; Leander, *Träumereien* and *Kleine Geschichten*; Seidel, *Märchen*; Stökl, *Unter dem Christbaum*; Storm, *Imensee* and *Geschichten aus der Tonne*; Zchokke, *Der zerbrochene Krug*.

The best shorter plays available are: Benedix, *Der Prozess*, *Der Weiberfeind*, and *Günstige Vorzeichen*; Elz, *Er ist nicht eifersüchtig*; Wichert, *An der Majorsecke*; Wilhelmi, *Einer muss heiraten*. Only one of these plays need be read, and the narrative style should predominate. A good selection of reading matter for the second year would be Andersen, *Märchen*, or *Bilderbuch*, or Leander, *Träumereien*, to the extent of about forty pages. Afterward, such a story as *Das kalte Herz*, or *Der zerbrochene Krug*; then *Höher als die Kirche*, or *Imensee*; next a good story by Heyse, Baumbach, or Seidel; lastly *Der Prozess*.

## II. ADVANCED GERMAN

The work should comprise, in addition to the elementary course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses and modes (with especial reference to the infinitive and subjunctive), and likewise upon word order and word formation.

Suitable reading matter for the third year can be selected from such works as the following: Ebner-Eschenbach, *Die Freiherren von Gemperlein*; Freytag, *Die Journalisten* and *Bilder aus der deutschen Vergangenheit*, for example *Karl der Grosse*, *Aus den Kreuzzügen*, *Doktor Luther*, *Aus dem Staat Friedrichs des Grossen*; Fouque, *Undine*;



Gerstäcker, *Irrfahrten*; Goethe, *Hermann und Dorothea* and *Iphigenie*; Heine's poems and *Reisebilder*; Hoffman, *Historische Erzählungen*; Lessing, *Minna von Barnhelm*; Meyer, *Gustav Adolfs Page*; Moser, *Der Bibliothekar*; Riehl, *Novellen*, for example *Burg Neideck*, *Der Fluch der Schönheit*, *Der stumme Ratsherr*, *Das Spielmannskind*; Rosegger, *Waldheimat*; Schiller, *Der Neffe als Onkel*, *Der Geisterseher*, *Wilhelm Tell*, *Die Jungfrau von Orleans*, *Das Lied von der Glocke*, *Balladen*; Scheffel, *Der Trompeter von Säckingen*; Uhland's poems; Wildenbruch, *Das edle Blut*. A good selection would be: (1) one of Riehl's novelettes; (2) one of Freytag's "pictures"; (3) part of *Undine* or *Der Geisterseher*; (4) a short course of reading in lyrics and ballads; (5) a classical play by Schiller, Lessing, or Goethe.

#### CHEMISTRY

The examination in this subject implies an acquaintance by recitation and laboratory work with elementary processes and with the properties of common chemical substances; also a familiarity with the chemical notation in its arithmetical meaning, including the ability to solve simple problems based on the relations expressed by formulas and equations.

The requirements in this subject include the study of both metals and non-metals, and may be met by the use of any good Elementary text-book and laboratory manual, and the presentation of a satisfactory note-book duly certified.

#### PHYSICS

The student must present satisfactory evidence that he has completed a year's work in Physics based upon a standard text-book (Carhart and Chute's, Millikan and Gale's, and Gage's are recommended). The course must

include at least one two-hour laboratory period per week. To receive credit in Physics a certified note-book *must* be presented showing the student's *original record* of at least forty experiments.

### BIOLOGY

One year's work in Biology may be offered for two points in the preparatory course. The year's work should be equivalent to at least one hundred one hour exercises, consisting of at least one-half laboratory work. The note-book records of laboratory work, certified by the instructor, will be required. The course may consist of one year's work in Zoölogy, or one year's work in Botany, or one-half year's work in each.

It is desirable that considerable field work be done; that the animals and plants be studied in their natural environment. A large amount of data, obtained through accurate observation out-of-doors, forms the best foundation for the work to be accomplished in the laboratory and recitation room.

It is more important that a relatively small amount of laboratory work be carefully and thoroughly accomplished by proper laboratory methods, than that a large amount of ground be covered in a superficial and unscientific manner.

For a year's work in Zoölogy, the following texts—supplemented with such laboratory work as time and text would require—are approved: General Zoölogy, by Linville and Kelley; Zoölogy, Descriptive and Practical, by Colton; Introduction to Zoölogy, by Davenport.

For one-half year's course in Zoölogy: Animal Life, by Jordan and Kellogg; Animal Forms, by Jordan and Heath; Practical Zoölogy, by Davison.



For a year's course in Botany: Plants, by Coulter; Elements of Botany, by Bergen; Introduction to Botany, by Stevens.

For a one-half year's course in Botany: such parts—selected by instructor—of one of the above texts, as can be properly handled in the time.

#### HISTORY

##### UNITED STATES HISTORY AND CIVICS.

The student should have a general knowledge of the colonization of the several states, the forms of government that existed previous to the War of Independence, the causes and principal events of that war, the Period of the Confederation and the establishment of the Federal Constitution with the general history subsequent to that event.

##### ENGLISH HISTORY.

In this subject a general knowledge of the social and political development of England is expected of the student. This applies in particular to the centuries subsequent to the Norman conquest and to the movements that culminated in the creation of a British Empire and of a limited monarchy.

##### ANCIENT HISTORY, GREEK AND ROMAN.

The student should know the main facts respecting the political development of Greece and the Roman Republic and Empire, and should possess a general acquaintance with Greek and Roman life, literature and art.

Students are admitted to Bates College as candidates for the degree either of Bachelor of Arts or of Bachelor of Science. The degree of Bachelor of Arts is regularly conferred upon those that have included among their

courses one year of college Latin. In exceptional cases the degree may be conferred also upon students that have not taken Latin, but, beginning Greek in college, have continued the study of the same through Courses 1 and 2. Students that pursue neither Latin nor Greek receive the degree of Bachelor of Science.

#### ADMISSION GROUPS

To show clearly the requirements for admission the following grouping of the preceding subjects is made. Candidates for admission to the Freshman Class must show adequate preparation in all the subjects of Group I and in enough of Group II to make a total of  $14\frac{1}{2}$  units. To count a unit a subject must be pursued for one school year of thirty-six weeks with five recitation periods per week.

A.B. COURSE		B.S. COURSE	
<i>Group I</i>		<i>Group I</i>	
	Units		Units
English, A and B, (3 years),	3	English, A and B, (3 years),	3
*Latin	3	Modern Language	2
Algebra	$1\frac{1}{2}$	Algebra	$1\frac{1}{2}$
Plane Geometry	1	Plane Geometry	1
†History	1	History	1
Total required,	$9\frac{1}{2}$	Total required	$8\frac{1}{2}$

\*Though three years of Latin will be accepted for admission to the course leading to the degree of Bachelor of Arts, the candidate is strongly urged to present four years. All that present three years only will be required to take two full years of Latin while in college in order to qualify for the above-mentioned degree. See page 67 for a statement about the required college courses in Latin.

†In presenting History for admission, the candidate has the option of presenting either one full year of one history or a half-year of each of two.

## A.B. COURSE

*Group II*

Elementary Greek	2
Advanced Greek	1
Advanced Latin	1
Elementary French	2
Advanced French	1
Elementary German	2
Advanced German	1
Chemistry (including note-book)	1
Physics (including note-book)	1
Biology (including note-book)	1
Advanced Algebra	$\frac{1}{2}$
Solid Geometry	$\frac{1}{2}$
Plane Trigonometry	$\frac{1}{2}$
Greek History	$\frac{1}{2}$ or 1
American History and Civil Government	$\frac{1}{2}$ or 1
English History	$\frac{1}{2}$ or 1

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 Total elective 5

## B.S. COURSE

*Group II*

Two years of Latin	2
Elementary Latin	3
Advanced Latin	1
Elementary Greek	2
Advanced Greek	1
Elementary French (if not offered in Group I)	2
Advanced French	1
Elementary German (if not offered in Group I)	2
Advanced German	1
Chemistry (including note-book)	1
Two years of Latin	2
Physics (including note- book)	1
Biology (including note- book)	1
Advanced Algebra	$\frac{1}{2}$
Solid Geometry	$\frac{1}{2}$
Plane Trigonometry	$\frac{1}{2}$
Roman History	$\frac{1}{2}$ or 1
Greek History	$\frac{1}{2}$ or 1
English History	$\frac{1}{2}$ or 1
*Free Hand Drawing	$\frac{1}{2}$
*Mechanical Drawing	$\frac{1}{2}$

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 Total elective 6

\*Accepted only from schools fully equipped for work of this character.

Candidates for the degree of Bachelor of Arts must present in addition to Group I a selection of subjects from Group II aggregating five units according to the valuation there indicated. This selection must include either Elementary Greek, Elementary French, or Elementary German.

Candidates for the degree of Bachelor of Science must present in addition to Group I a selection of subjects from Group II aggregating six units according to the valuation there indicated.

#### A FREE MARGIN OF ELECTIVES

In special cases, other secondary school subjects than those in the above lists, will be accepted. Candidates for admission that wish to avail themselves of this privilege, must present from their Principals full statements both of the amount and of the quality of work done in such subjects. Only subjects that require serious intellectual efforts will be considered.

#### "ADMISSION ACCORDING TO THE HARVARD PLAN"

##### NEW REQUIREMENTS FOR ADMISSION TO HARVARD COLLEGE

To be admitted to Harvard College, a candidate

(1) Must present evidence of an approved school course satisfactorily completed; and

(2) Must show in four examinations as explained below that his scholarship is of a satisfactory quality:

#### SCHOOL RECORD

A candidate must present to the Committee on Admission evidence of his secondary school work in the form of an official detailed statement showing

(a) The subjects studied by him and the ground covered.

(b) The amount of time devoted to each.

(c) The quality of his work in each subject.

To be approved, this statement must show

(a) That the candidate's secondary school course has extended over four years.

(b) That his course has been concerned chiefly with languages, science, mathematics and history, no one of which has been omitted.

(c) That two of the studies of his school program have been pursued beyond their elementary stages, *i. e.*, to the stage required by the present advanced examinations of Harvard College or the equivalent examinations of the College Entrance Examination Board.

#### THE EXAMINATIONS

If the official detailed statement presented by the candidate shows that he has satisfactorily completed an approved secondary school course, he may present himself for examinations in four subjects as follows:

(a) English.

(b) Latin, or, for candidates for the degree of B.S., French or German.

(c) Mathematics, or physics, or chemistry.

(d) Any subject, not already selected under (b) or (c), from the following list:

Greek	History	Physics
French	Mathematics	Chemistry
German		

These four examinations must be taken at one time, either in June or in September.

If we interpret the preceding statement correctly, it is evident that, in the application of this new method, it is intended to make the examinations in the different subjects tests of power to take advantage of college work and college methods, rather than upon mere ability to answer questions upon which candidates may have been carefully coached by experts. It will be seen that the new method makes use both of certificates and of appropriate examinations. It does not supersede methods already in vogue. Whether it will ultimately do this, cannot at present be determined. Applicants for admission to Bates choosing to be tested by the new method may have the opportunity.

"If a candidate is admitted, he will be admitted without conditions; if he is refused admission, no credit will be given for examination in the separate subjects in which he may show proficiency, and the refusal will mean that his school record and his college tests do not show that he has the scholarship which makes his admission desirable."

#### ADMISSION BY CERTIFICATE

Graduates of schools approved by the New England College Entrance Certificate Board are admitted without examination. The colleges associated in this Board are Amherst, Bates, Boston University, Bowdoin, Brown University, Colby, Massachusetts Agricultural, Middlebury, Mount Holyoke, Smith, Tufts, University of Vermont, Wellesley, Wesleyan University, Williams.

Certificates are passed upon by the individual colleges above named. All schools in New England desiring the certificate privilege should apply to the Secretary of the Board, Professor Frank W. Nicolson, Wesleyan University, Middletown, Conn., before April 1st. Schools



outside of New England desiring the certificate privilege should apply to the Registrar of Bates College, Roger Williams Hall, Lewiston, Maine.

Certificates should meet the requirements in full, but certificates covering eight units of the requirements will be accepted and the candidates will be examined on the remaining units. Candidates offering certificates for less than eight units of the requirements must be examined in full. Candidates that have taken preparatory work in more than one school must be certified by the principal of each of the schools in which they have taken work.

Blanks for certificates will be furnished by the Registrar of the College. School diplomas will not be accepted in place of certificates. Certificates that candidates have met the entrance requirements of another college will ordinarily be accepted, provided they cover the usual subjects, or their equivalents, required for admission to Bates College.

#### ADMISSION BY CERTIFICATE OF EXAMINATIONS

Academic diplomas issued by the Regents of the University of the State of New York are accepted in all required subjects covered by them.

Certificates of the New York State Examination Board are accepted.

#### SPECIAL STUDENTS

Students of good character who are prepared to do college work, may be admitted to special courses under the direction of the Committee on Registration. All students who can do so are advised to matriculate for a degree, and no one will be allowed to use the privilege here offered for the purpose of securing a merely nominal



connection with the College. Special students are subject to the same regulations regarding attendance and examinations as candidates for degrees, and must take fifteen hours of class-room work per week. No special student will be allowed to continue more than two years in college as such.

#### ADMISSION FROM OTHER COLLEGES

Students from other colleges seeking admission to Bates must present the following credentials: a letter of honorable dismissal, a statement of method of admission, an official statement in detail of studies taken by terms or semesters, with standing in the same, the exact number of terms of attendance, and a marked catalogue of the institution, showing each subject that has been completed.

#### EXAMINATIONS FOR ADMISSION TO COLLEGE

The regular examinations for admission to college begin on Tuesday preceding the first day of the First Semester, at 8.30 o'clock A.M., in Room 4, Hathorn Hall. Arrangements may be made for taking examinations at the student's own school beginning on the third Monday preceding Commencement Day. Principals, wishing thus to assume the responsibility of the examinations, should register their requests for examination papers, stating subjects and number of papers required, with the Chairman of the Committee on Entrance Examinations, Professor F. A. Knapp, 32 Mountain Ave., Lewiston, not later than May 28.

## Courses of Instruction

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Most of the work of the Freshman year is required. Some electives are introduced in the second semester of the Freshman year and are increased in number with each succeeding semester. The essentials of a liberal education are constantly kept in view and the attainment of knowledge is made tributary to the love of study, the habit of investigation, and the tastes and aptitudes of the scholar. The individuality of students is recognized and encouraged without the sacrifice of breadth and thoroughness. Class-room work is supplemented by original observation and research and by a systematic use of the College Library.

While in every department the cultural aim is held constant and controlling, the culture sought is of the kind that pays tribute to life. While not mistaking itself for a professional school or a technical school, the College seeks to make all its instruction practical. Each teacher remembers that forty-three out of every hundred of Bates graduates become educators, and strives to exemplify the best Pedagogy. In addition, the College gives definite courses in Education which, while thoroughly cultural, ensure to those pursuing them a teacher's certificate of the first class from State Boards of Education. In like manner, the courses in Elocution and in English, especially the courses in Argumentation, prove of great value to graduates who engage in public speaking and, in particular, to those who practice Law. So, also, the courses in Biblical Literature and Religion, while having a choice cultural value, are a substantial aid to

students contemplating the Christian Ministry—being accepted as the full equivalent of a year's work in the best Theological Schools. The thorough courses in Chemistry meet the requirements of the best Medical Schools and those in Biology receive equal recognition. The work in Mechanics, in Electricity and Magnetism, and in the Elements of Electrical Engineering, assures to the general student of these subjects an intelligent acquaintance with the great natural forces of the industrial world and enables the prospective engineer to gain, at comparatively slight cost, advanced standing in such a school of applied science as the Massachusetts Institute of Technology.

Students wishing to enter the Maine Medical School after completing a year's work in Bates College must present the complete admission requirements as in the case of students matriculating for the A.B. or B.S. degree. The purpose of such students to pursue a medical course after completing the necessary college work must be attested by a written statement from their parents, or their guardian. A change to regular standing may be made only by special vote of the faculty. Such students are required to take work in Biology, Chemistry, Physics, French or German, and may elect one course in some other language.

## I. ASTRONOMY

1. General Astronomy. Outline course, descriptive and reasoned.

Three hours. First semester. Elective for Seniors and Juniors.

2. General Astronomy. Advanced studies in selected fields.

Three hours. Second semester. Elective for Seniors and Juniors.

## II. BIBLICAL LITERATURE AND RELIGION

1. The Literary Study of the Bible. A study of the chief message of the books of the Bible in the light of their literary forms. Lectures will be given on the origin and growth of the Bible; its translation into English; and its influence on English literature. For the larger part of the course Moulton's Modern Reader's Bible will be used as a text-book.

Three hours. Second semester. Elective for Freshmen.

2, 3. Oriental History. An outline study of the beginning and development of ancient civilizations and of the beginnings of Christianity. Special attention is given to the great leaders, and to the influence of religion on the development of society.

Three hours. Throughout the year. Elective for Sophomores.

4. Old Testament Literature. A study of the Prophets, Job, and Psalms.

Three hours. First semester. Elective for Juniors.

5. New Testament Literature. A study of the origin and contents of the New Testament: the historical situation in which the books originated; the persons to whom they were addressed; the aim of the writers; why and when the documents came to be considered sacred; the religious message of the books.

Three hours. Second semester. Elective for Juniors.

6. The History of Religion. A study of the origin and development of religion, and a sketch of some of the chief religious systems of the world. This involves a consideration of the unity of religion, of the special forms assumed by religion in different tribes and nations, and a comparison of some of the greater religious systems with Christianity.

Three hours. First semester. Elective for Seniors.

7. The Philosophy of Religion. This course starts with the results obtained in the History of Religion and considers the psychological origin of religion, the philosophical view of the world that religion demands, and some of the great religious doctrines in the light of philosophy.

Three hours. Second semester. Elective for Seniors that have had three or more semesters in Philosophy.

8, 9. Hebrew Language. The elements of the language, and a translation of parts of the historical books of the Old Testament.

Three hours. Through the year. Elective for Juniors and Seniors.

10, 11. Advanced Hebrew. Translation of selections from the Prophets and the Psalms.

Three hours. Through the year. Elective for Seniors.

### III. BIOLOGY

#### BOTANY

1. Morphology, Physiology and Ecology of Flowering Plants. The method of instruction in this course is: (1) recitations upon the above subjects, as they are developed by a study of the text-book, by lectures and in laboratory work; (2) laboratory exercises, in which a careful study is made of the morphology of the various parts of the plant body. The seeds, roots, stems, leaves, flowers and fruits are taken up in succession. The structure and relation of these parts to the life processes of the plant are recorded in the laboratory note-book, by

means of drawings and descriptive notes. Sufficient time is given to flower analysis, so that each student has such practice as will make him familiar with the method of work. Considerable attention is given to field work.

The aim of this course is two-fold: (1) To give the student a general yet comprehensive knowledge of the life processes and structure of the flowering plants; (2) to begin the training which is so essential to all scientific work—that of accurate observation.

Two one-hour periods and one two-hour period. Second semester. Elective for Freshmen and Sophomores.

[2. Morphology, Ecology and General Classification of the Plant Kingdom.

The work of the course comprises recitations, lectures and laboratory exercises. A study is made of the principles upon which modern classification is based. Type specimens representing the various groups and sub-divisions of the vegetable kingdom are studied with respect to their distinctive characteristics, structure, etc., together with a consideration of the inter-relations of the groups. In the laboratory the student studies and sketches most of the specimens taken up in recitations.

Field work constitutes an important part of this course. Trips are taken into the surrounding country for the purpose of collecting and studying the plants in their natural environment. This field work is especially helpful in fixing in the student's mind the general classification of the plant kingdom.

It is the aim of the course to give the student a knowledge of what organisms are included in the plant kingdom and how these same organisms are grouped in a general classification.



Two one-hour periods and one two-hour period. Second semester. Elective for Freshmen and Sophomores. Not offered in 1914-1915.]

## ZOOLOGY

1, 2. General Principles of Zoölogy; and Morphology, Ecology and General Classification of Invertebrate Animals. Instruction is given by recitations and laboratory work. These courses aim to teach first, the general principles of the subject, its history and subdivision, the structure, development and functions of cells, tissues and organs, general embryology, etc.; second, the outlining of the principal groups of the animal kingdom, studying their ecology and morphology. The laboratory work is confined to representatives of the chief groups of invertebrates. Typical forms are studied microscopically or dissected, and careful drawings with descriptive notes must accompany the laboratory work.

Two one-hour recitation periods and one two-hour laboratory period. First semester. One one-hour recitation period and two two-hour laboratory periods. Second semester. Elective for Sophomores.

3, 4. Comparative Anatomy of Vertebrates. Instruction in this course is given chiefly by laboratory exercises and lectures. Type representatives of the different classes of Vertebrata are very thoroughly dissected and studied in a comparative way, from the lower forms to the higher. All observations and records are kept by means of drawings and notes. The course is intended especially for those who are particularly interested in biological science, or in the study of anatomy and medicine.

Two two-hour laboratory periods and two one-hour lecture periods. Through the year. Elective for Juniors.

5, 6. Microscopic Technique, Histology, and Embryology.

In these courses instruction is given by lectures, recitations and laboratory work. A study is made of the parts and use of the compound microscope, together with laboratory work upon the more essential methods of investigation. This involves practical work upon an invertebrate animal and the different tissues of vertebrates. The student experiments with the important methods of fixing, hardening, staining, dehydrating, clearing, imbedding, sectioning, and mounting objects for microscopic study.

Further, the student is introduced to the general subject of animal histology, by a careful study of the above preparations.

Two two-hour laboratory periods and two one-hour recitation periods. Through the year. Elective for Seniors.

7. Genetics. The work in genetics is divided into two distinct courses: 7a. Heredity. In this course an attempt is made to summarize the general field of heredity by means of recitations, lectures, and discussions on library work. Believing that the subject of heredity is of great interest to, and should concern, everybody, an endeavor is made to take up the introductory work of this course in such a manner as to make it possible for the student without previous biological training to do the work.

Two hours. First Semester. Elective for Seniors.

7 b. Experimental Breeding. A laboratory course, in which each student carries on several series of breeding experiments with some form that reproduces rapidly; drosophila, mice, guinea pigs, and rabbits are now being used.

One two-hour period. First semester. Elective for students that have had at least Zoölogy 1, 2, 3, and 4.

## PHYSIOLOGY FOR MEN

1. Physiology, Anatomy, and Hygiene. Instruction in this course is given by lectures and recitations. This course is devoted chiefly to Physiology and Hygiene with emphasis placed upon Hygiene. "The Human Mechanism" by Hough and Sedgwick is used as a text.

Three hours. First semester. Required of Freshmen that do not offer Greek for entrance.

The practical value of the course is greatly augmented through the use of the Bock Stegers anatomical models of the heart, eye, ear, trunk, etc.; also by use of a human skeleton.

## ORNITHOLOGY

1. Considerable attention is given to the study of Ornithology, apart from that of general zoölogy. In the first semester twelve lectures are given to the Freshman Class on the characteristics of birds—peculiarities of physical structure, flight, utility, song, beauty, intelligence, and migration; on the fossil, sub-fossil, and extinct birds, and on classification. The last lecture is devoted to the winter birds of Maine. This lecture is preparatory to the work to be done by the class during the winter. Prizes are given to the members of the class that report the longest list of birds observed and carefully identified between the first of December and middle of March. Two prizes are also given to the class for the best winter sketches of not more than two thousand words each.

2. In the twelve lectures given in the spring all the species of the inland birds of Maine are described and the mounted specimens are shown to the class. Four times a week, from the last of March to the middle of June, the members of the Freshman class make early morning

excursions of one hour and a half to the fields and woods in search of the birds. From 75 to 130 different species are recognized in one year by the careful observers.

#### IV. CHEMISTRY

Work in this department includes lectures, recitations, and laboratory work, and continues through the Sophomore, Junior, and Senior years. The study begins with lectures and recitations on the non-metallic elements and their compounds. In connection with these subjects the elements of Theoretical Chemistry are taught, and the students are given practice in the solution of a variety of chemical problems.

✓✓ I. Inorganic Chemistry, the non-metals. This course is devoted to the elementary principles of the science. It deals with the nature and properties of a few common elements and the application of the fundamental laws and theories concerning their combination. Recitations, experimental lectures, and laboratory work.

Three hours. First semester.

✓✓ 2. General and Experimental Chemistry. A continuation of Course 1, dealing largely with the metallic elements and including a few of the more common carbon compounds. Recitations and lectures with laboratory work.

Three periods. Second semester.

Courses 1 and 2 are elective for Sophomores.

3. Qualitative Analysis. An inductive course of basic and acid analysis. Laboratory work, with lectures upon the methods and theories involved.

Three exercises (six hours). First semester. Elective for all who have taken Courses 1 and 2, or their equivalent.

courses 1, 2, & 3 during sophomore year

4. A continuation of Course 3. The separation of a large number of mixed compounds. This is followed by an introduction to the study of the compounds of carbon, covering the methane and benzene series and their derivatives.

Three exercises (six hours). Second semester. Elective for those who have taken course 3.

5. Quantitative Analysis. Laboratory practice in the methods of gravimetric and volumetric analysis; separation and estimation of metals, acids, and water of crystallization.

Three exercises (six hours). First semester. Elective for students who have taken Courses 3 and 4.

6. Quantitative Analysis. A continuation of Course 5, with additional work on alloys, ores, and mineral waters, with various complex analyses and their applications.

Three exercises (six hours). Second semester. Elective for students who have taken Course 5.

7. A lecture and reading course. Historical and theoretical chemistry.

Two hours. First semester. Elective for Seniors.

8. Industrial Chemistry. This course deals with all the industrial chemical processes by lectures and collateral reading. The laboratory work includes technical analyses and, when practical, a study of general operations on small scales.

Three lectures and laboratory periods a week. First semester. Elective for Seniors. Text, Thorp's Outlines of Industrial Chemistry.

9. Sanitary Chemistry. This is a lecture course dealing with the primary necessities of life—air, food,

water, and shelter,—and the subjects closely related to them.

One hour. Second semester. Elective for Seniors and Juniors.

10. Physiological Chemistry. Lectures and laboratory work. The chemistry of digestion is taken up, also the analysis of urine, blood, saliva, and gastric juice. This is followed by the detection of poisons and the action of strong drugs on the system.

Two exercises. Second semester. Elective for Seniors.

11. Assaying. A laboratory course dealing with the principles on which this method of analysis is based, and giving attention mainly to the assaying of the ores of gold, silver, lead, and copper.

Two exercises. Second semester. Elective for Seniors.

12. Original Preparations. A laboratory course in the synthesis of typical aliphatic and aromatic compounds.

One year. Elective for Seniors.

## V. ECONOMICS

1, 2. Elementary Economics. A study of the nature and meaning of the principles of Economics and a general survey of such practical economic problems as money, credit, banking, tariff, monopolies, trusts, labor problems, etc.

Three hours. Through the year.

Courses 1, 2 are open to all students above the Freshman class. Of the courses which follow, 3, 4, and 5 are open only to those who have had courses 1, 2; Juniors and Seniors may by special arrangement pursue advanced courses simultaneously with either course 1 or 2. Courses 6 and 7 are open to all Juniors and Seniors



without regard to preliminary courses, but would ordinarily be studied with more profit, if taken subsequently to courses 1, 2. Course 6 should in all cases be taken preliminary to course 7. Students will also find a year's work in zoölogy of particular advantage in the study of sociology.

3. Money, Banking, and Commercial Crises. The course includes a study of the principles of money and credit. Some of the topics considered will be: the monetary history of the principal countries; the nature and growth of commercial banking; present banking policies of England, France, Germany, Canada, and the United States, and those problems of money and credit appearing in connection with economic crises.

Three hours. First semester.

4. Labor problems. A study of the wage system, relation of employer and employee, profit sharing, labor co-partnership, trade union policies and methods, industrial arbitration, unemployment, etc.

Three hours. Second semester.

5. Public Finance. This course covers the entire field of finance, but lays chief emphasis on the subject of taxation. Attention will be given to: public expenditures; revenues, including commercial and administrative revenues and those from taxes; legislation and administration, and public credit.

Three hours. Second semester.

6. Principles of Sociology. This course will include a study of (1) the origin and development of society; (2) existing society, the nature of association, the forces and laws which make social action possible, and social psychology; (3) the theories of progress considered with the view of working out definite principles to

guide society in securing a higher degree of human well being.

Three hours. First semester.

7. Applied Sociology. A discussion of certain social problems of modern life, with reference, on the one hand, to biologic and economic causes and, on the other hand, to policies and agencies directed toward the improvement of existing conditions.

Three hours. Second semester.

VI. ENGLISH *Courses 1, 2, 3, 7, 8*  
*taken during Freshman*  
*Sophomore*  
*+ Junior*  
*Year*

✓ 1. Rhetoric and English Composition. Recitations, themes, lectures, conferences, and required reading. A systematic study of paragraphing and description.

Three hours. First semester. Required of Freshmen.

✓ 2. Rhetoric and English Composition. Recitations, themes, lectures, conferences, and required reading. A systematic study of exposition and narration.

Three hours. Second semester. Required of Freshmen.

When a student completes courses 1 and 2, he receives a provisional pass mark. If at any time later in his college course he is found to be deficient in his English, he is required to do additional work until such deficiencies are corrected.

✓ 3. Argumentation. A systematic study of the principles of argumentation. In the recitations, careful attention is given to the analysis of propositions, methods of briefing, the employment of evidence in the proof, refutation, the preparation of forensics from briefs, and the oral debate. Class debates furnish training in extemporaneous debating, and, also, serve to illustrate the principles studied in the recitation.

Three hours. First semester. Required of Sophomores.

4 a. Narrative and Descriptive Composition. A special study is made of the short-story, the novelette, and dramatic composition. Lectures, conferences, reports and themes. This course is open only to Sophomores with a high rank in English 1 and 2.

Three hours. Second semester.

4 b. Advanced Composition. A study of the technique of composition and practice, oral and written, in the various forms. Attention is given to the diary, familiar essay, book review, persuasive address, editorial, and to studies in personality and action. Lectures, conferences, and reports. This course is open to all Sophomores and is intended to follow and supplement English 1 and 2.

Three hours. Second semester.

5. Advanced Argumentation. In this course a thorough review is made of the principles of argumentation and debating. This work will include the preparation of numerous briefs and forensics, and daily practice in debating. Open to a limited number of Sophomores, Juniors, and Seniors who have shown ability in previous work in argumentation.

Three hours. Second semester.

6. American Literature. A study of the historical development of American Literature, with special reference to contemporary movements in society, politics, and religion. Reports, lectures, and discussions.

Three hours. Second semester. Elective for Sophomores.

✓ 7. a. History of English Literature to the end of the Elizabethan Age.

b. The drama. Lectures on the origin and development of the drama and its history from Aeschylus to

Shakespeare. Critical study of selected plays of Shakespeare, with required reading of other works of the Elizabethan Age.

Four hours. First semester. Required of Juniors.

✓ 8. Literature of the Seventeenth and Eighteenth Centuries. Critical study of selected works of prose and poetry, with lectures on the literary history and biography of the period. Required reading of other works, with research in the Library, reports, abstracts, and discussion in class.

Four hours. Second semester. Elective for Juniors.

9. Lectures on literary criticism, with special reference to fiction. Reading of selected works of the Nineteenth Century. Investigation of topics in literary history and criticism. Current literature.

Four hours. First semester. Elective for Seniors.

10. English Literature of the Nineteenth Century. Special study of Tennyson and Browning.

Four hours. Second semester. Elective for Seniors.

11. Teachers' Course. Designed for those who expect to teach English in secondary schools.

Extra, one hour. Second semester.

#### SOPHOMORE PRIZE DEBATES

Preliminary Debates.—All Sophomores are required to take part in these debates, the subjects of which are announced in the first term of Freshman year. A prize for excellence in debate is awarded in each division of the class.

First semester.

Champion Prize Debate.—The six speakers presenting the best arguments in the Preliminary Debates participate in the Champion Prize Debate; all other Sophomores present Essays on a prescribed subject, in competition for a prize.

Second semester.

### REQUIRED COMPOSITION WORK OF JUNIOR AND SENIOR YEARS

This work, in continuation of that done in courses 1 to 4, is required of all members of the Junior and Senior classes, whether they elect English or not. An essay is presented in each semester, as follows:

12<sup>1</sup>. Essays based on the study of masterpieces of Exposition or Persuasion.

Junior year, first semester.

13<sup>1</sup>. Theses on subjects requiring extended investigation.

Junior year, second semester.

✓ 14<sup>1</sup>. Original declamations on assigned subjects. Each member of the Class reads his declamation before a committee, by whom the best twelve are selected for delivery in a prize contest on the evening before Ivy Day.

Junior year, second semester.

15<sup>1</sup>. Essays in criticism of some classic in English or American fiction.

Senior year, first semester.

✓ 16<sup>1</sup>. Original Parts for the Senior Exhibition. Each student reads his part before a committee, who choose twelve to speak in the Exhibition.

Senior year, second semester.

✓ 17<sup>1</sup>. Commencement Parts. Every member of the class writes a part, but the Commencement speakers are chosen on the basis of scholarship.

Senior year, second semester.

### VII. FRENCH

1, 2. Beginners' French. Pronunciation, Grammar, Reading, Composition.

Three hours. Through the year. Required of Freshmen that do not present French for admission.

3, 4. Intermediate French. A course in general and historical prose. Grammar and Composition.

Three hours. Through the year. Required of Freshmen who present Elementary French for admission; elective for Sophomores.

5, 6. Advanced French. Reading in authors belonging to special periods of French Literature.

Three hours. Through the year. Elective for students that have passed course 4 or that have passed the examination in Advanced French for admission.

7, 8. French Composition and Conversation. The course furnishes practice in speaking and writing French. It consists of dictations, composition, readings and talks in French and aims to enable the student to understand readily French when spoken and to give him thorough training in the use of the idioms of the language.

Three hours. Through the year. Elective for students that have passed in course 6 and for others with the consent of the instructor.

9, 10. General Survey of French Literature. Lectures, reading, themes.

Three hours. Through the year. Elective for students that have passed in course 6.

[11, 12. French Literature of the Sixteenth and Seventeenth Centuries. Lectures, themes and collateral reading.

Three hours. Through the year. Not offered in 1914-1915.]

Elective for Juniors and Seniors and such others as may satisfy the instructor of their ability to undertake the course.

13, 14. French Literature in the Eighteenth Century. Lectures, translation, collateral reading, and written



tests. Three hours. Through the year. Elective for Juniors and Seniors and such others as may satisfy the instructor of their ability to undertake the course.

15, 16. French Literature in the Nineteenth Century. Lectures, translation, collateral reading, and written tests. Three hours. Through the year. Elective for Juniors and Seniors and such others as may satisfy the instructor of their ability to undertake the course.

*Geology 1, 2 & 4. Junior & Senior years.*  
VIII. GEOLOGY

✓ 1, 2. General Geology. Geological processes and history.

Through the year. Three periods of one or two hours each. Elective for Juniors and Seniors.

3. General Geology. Advanced study in selected fields.

First semester. Three periods of one or two hours each. Elective for students that have passed Geology 1 and 2.

✓ 4. Geography. The earth interpreted geologically and related to human activities.

Second semester. Three periods of one or two hours each. Elective for Seniors.

*Courses 3, 4, 5, 6, 7, 9, 10, 14.*  
IX. GERMAN

The study of German is required during the Freshman or Sophomore year and is elective during the remainder of the course, three hours per week.

The aim of the required work is the acquisition of a thorough knowledge of the fundamentals of German grammar and the ability to translate into good English all texts read, an introduction to the masterpieces of the German drama of the classical period, a general knowledge of the history of German Literature, and a compre-

*Courses  
throughout  
college  
course*

hensive view of the tendencies in German literature since Goethe's death.

Careful drill in pronunciation and the intelligent reading of the German text are insisted upon. Some practice in conversation is given, and German is used in the class-room as far as is deemed advisable by the instructor. In the elective courses a large amount of collateral reading outside the class-room is expected. Advanced grammar and composition are not lost sight of throughout the course, although no specialty is made of these subjects after the first year.

1, 2. Elementary Course. Grammar, composition, pronunciation, dictation, reading of graded selections of German prose and poetry.

Three hours. Through the year. Elective for Freshmen that present French for admission; required of Sophomores that have not taken the equivalent.

✓ 3, 4. Intermediate Course. Modern prose, narrative and dramatic. Selected works from such authors as Baumbach, Freytag, Grillparzer, Heyse, Keller, Reihl, Storm, and Wildenbruch. Review of the grammar of the first year, and study of the syntax based on the texts read. Prose composition.

The purpose of German 3 and 4 is to give the student facility in reading standard modern narrative prose.

Three hours. Through the year. Required of the Freshmen that present advanced French and elementary German for admission. Elective for Sophomores and for Juniors that have had German 1 and 2.

✓ 5, 6. Introduction to German Literature of the Eighteenth Century. Selected dramas from Lessing, Goethe, and Schiller. The purpose of German 5 and 6 is an introduction to the latest classical period in the his-

tory of German Literature. The work of the first semester will deal mainly with Lessing, and with the Storm and Stress period as exemplified in the early works of Goethe and Schiller; during the second semester emphasis will be laid on the later works of Goethe and Schiller as expressive of the classical sympathies of the two poets.

Three hours. Through the year. Elective for Juniors. German 5 and 6 can be pursued to best advantage by Juniors that have had German 3 and 4. Juniors that have had only German 1 and 2, and that do not plan to elect German 7 and 8, are recommended to elect German 3 and 4.

✓ 7. Goethe's Faust. Part I and selected portions of Part II. In addition to a critical study of the text, special attention is given to the genesis and development of the Faust legend, and to the life of Goethe as reflected in Faust. Collateral reading in connection with the Faust theme.

Three hours. First semester. Elective for Seniors only.

8. Introduction to German Literature of the Nineteenth Century. A rapid survey of the most important movements of the nineteenth century, with illustrative readings from various representative writers. The emphasis for the current year will be placed on the contemporary German drama.

Three hours. Second semester. Elective for Seniors.

✓ 9, 10. Outline History of German Literature. German 9 and 10 are intended primarily for Juniors that presented advanced French and German for admission, and have taken German 5 and 6. The work in the history of the literature, one hour a week, will be supplemented by an intensive study of some literary movement or author

of the nineteenth century. The subject for 1914-1915 will be The Life and Works of Heine.

Three hours. Through the year. Elective for Juniors after consultation with the instructor.

11, 12. Scientific German. These courses are intended for students that wish to acquire a reading knowledge of scientific German. During the first term a general science reader, such as Meisnest's Introduction to Scientific German, Wait's German Science Reader, or Wallentin's Grundzüge der Naturlehre is used. The work of the second term depends largely upon the demands of the class. If desired, a monograph dealing with some particular phase of biology, chemistry, or physics is read.

One hour. Through the year. Elective for Juniors and Seniors.

✓ 13, 14. Teachers' Course. German 13 and 14 are presented to students wishing to teach German. The work includes a general review of German grammar, the essentials of phonetics, practice in German conversation, and a discussion of the problems, aims, text-books, and theories of instruction with respect to the German language and literature.

One hour. Through the year. Elective for Seniors.

#### X. GREEK

The courses in Greek are so arranged as to give the student a first-hand acquaintance with nearly all the divisions of the wide and varied field of Classical Greek Literature. The foremost purpose is to lead to an appreciation of the individual masterpieces read. At the same time the student is encouraged to become acquainted with the entire groups of which

these separate works are specimens, and with the history, civilization and art of the periods to which they belong. Lectures and class and individual assignments of library work serve to enlarge the outlook gained from study of a single text. With the same end in view as many additional works as possible are covered through sight reading, and the reading and discussion of translations. While drill in grammar and syntax is not made the main end, accuracy and precision in these subjects are insisted upon throughout the course. Another constant purpose is to prepare intelligent and enthusiastic teachers of the Classics.

Students entering with complete or partial preparation in Greek will be admitted to course 5 or 7, or to course 3, according to the extent of their preparation. Special attention is called to courses 11 and 12, which require no knowledge of the Greek language, but are intended to bring the student, through English versions, into acquaintance with the whole range of Greek drama.

1, 2. First Year Greek. Grammar and composition, and reading of the Fourth Book of Xenophon's *Anabasis*.

Three hours. Through the year. Elective for Freshmen.

✓ 3, 4. Second Year Greek. Selections from Herodotus, and Homer; the *Alcestis* of Euripides. Review of grammar and syntax.

Three hours. Through the year. Elective for Sophomores.

✓ 5. The Greek Tragic Poets. One play each of Aeschylus, Sophocles and Euripides will be read in the original, and most of the other plays studied in English versions.

Three hours. First semester. Elective for Juniors and Seniors.

✓ 6. Plato, Apology and Crito, and selections from the Republic.

Three hours. Second semester. Elective for Juniors and Seniors.

✓ [7. Epic Poetry. Reading of selected books of the Iliad, and of intervening passages in English versions; survey of the Odyssey; brief study of the epics of other literatures.

Three hours. First semester. Elective for Juniors and Seniors. Not offered in 1914-15.]

✓ [8. Greek Lyric Poetry.

Three hours. Second semester. Elective for Juniors and Seniors. Not offered in 1914-15.]

*semester* 9a. Elementary Greek Composition, with especial attention to drill in paradigms and constructions.

One hour. Through the year. Elective for Sophomores, Juniors and Seniors. In alternate years this course will be replaced by

*1 semester* [9b. Advanced Greek Composition. Not offered in 1914-15.]

10. New Testament Greek. The Gospel of John and the Acts. Facility in reading is aimed at, with some attention to exegesis.

Three hours. Second semester. Elective for Sophomores, Juniors and Seniors.

11, 12. The Greek Drama in English versions. No knowledge of Greek is required for these courses. All the plays of Aeschylus and Sophocles will be read, and selected plays of Euripides, Aristophanes and Menander. Some attention will be given to the history of the development of the drama, but the main purpose will be the study of the plays as works of literature.

Three hours. Through the year. Elective for Juniors and Seniors.



## XI. HISTORY AND GOVERNMENT

## HISTORY

*Other courses in history are given in the department of Biblical Literature and Religion.*

1. Mediæval Europe. A survey of the Roman Empire, the invasions of the German tribes, and a more detailed study of the development of France, Germany, and Italy throughout the Mediæval period. Special attention is given to such topics as Feudalism, the Crusades, the Church, and the Renaissance.

Three hours. First semester. Elective for Sophomores.

2. The Modern Age. The development of the leading Continental European nations up to the present time. A detailed study of the political and constitutional development of England is made. Course 1 must precede Course 2.

Three hours. Second semester. Elective for Sophomores.

*Courses 1 and 2 are considered fundamental to all later work in history and are also valuable in preparation for many courses in other departments.*

3. American History to 1829. A study of the establishment of the various European Colonies in America, their expansion, their political, social, and economic development, the struggle between the French and the English for the possession of North America, the causes and progress of the Revolutionary War, the formation of the Constitution, and the rise of political parties.

Three hours. First semester. Elective for Juniors and Seniors.

4. American History, 1829 to the present time. Attention is centered upon the growth of nationality, upon the political phase of the controversy over slavery, upon

the Civil War and Reconstruction, and upon the more important features of recent American History. Course 3 must precede course 4.

Three hours. Second semester. Elective for Juniors and Seniors.

5. Europe in the Nineteenth Century. Mainly political, introductory to European politics of the present day. A preliminary study is made of the characteristic features of the Ancient Regime and of the French Revolutionary and Napoleon periods.

Three hours. First semester. Elective for Juniors and Seniors.

6. The Teaching of History. A study of the problems of secondary instruction with particular reference to history. Lectures on the place of history, the selection and use of text-books and other aids to historical instruction. Lesson plans and the results of observation of actual teaching will be discussed. The teaching of civics will receive some attention.

Three hours. Second semester. Elective for students who have had a minor in history.

✓ 8. Greek and Roman Statesmanship. Greek and Roman History, studied with special reference to the problems encountered by statesmen in foreign relations and domestic politics.

Three hours. Second semester. Elective for Freshmen. Professor Chase.

#### GOVERNMENT.

1. State and Municipal Government in the United States. During the first part of the semester the state governments will be considered with attention to the problems which they present in the light of recent social and industrial developments. Most of the time will be

given to a study of municipal government. This study will include: the history and development of municipal government in America; the organs of city government and their relation to each other; the relation of the municipality to public service corporations, and the problems of municipal ownership.

Three hours. First semester. Elective for Juniors and Seniors.

2. American Federal Government and Party System. A study of the American Government, its executive, legislative and judicial departments, together with a study of the relation of the states to the nation and the American Party System, including a sketch of parties, party leaders and of presidential elections, with a study of party machinery and current party problems. Comparisons will be made with two or three European governments, particularly with reference to England.

Three hours. Second semester. Elective for Juniors and Seniors.

## XII. HOUSEHOLD ECONOMY

A department in Household Economy was opened in 1911. The purpose is to deepen interest in Woman's Work by directing those who are becoming intellectual women to their special contribution to civilization in the home problems of the nation, the city, the town, the institution, or the private home. Its trend is cultural rather than vocational, as best fitted to the Academic College.

I. The work is presented in two courses.

### BACTERIOLOGY AND SANITATION

These courses aim at making the student a more effective member of the home and of the community

through an appreciative acquaintance with approved modern methods of household and municipal sanitary administration.

Part I, Bacteriology, deals with the place of the microscopic fungi in nature, and with the structure, life history, and vital activities of yeasts, molds, and various types of bacteria. This study makes possible an understanding of the principles that govern growth and reproduction.

One hour. First semester. Required of Sophomores.

Part II, Sanitation, applies these principles to the problems of personal, household, and municipal cleanliness; the construction and care of storage facilities; care, inspection, and sale of food supplies; construction and care of sanitary appliances; drainage; the disposal of wastes; disease, infection, immunity; the sick room; care of the public health, etc. Illustrations are taken from examples of progressive municipal sanitary practice. The place of bacteria in the industries, and their relation to the fertility of the soil are also briefly discussed. Lectures, papers, discussions.

One hour. Second semester. Required of Sophomores.

#### HOUSEHOLD MANAGEMENT

In this course is discussed the wise division of the income for different needs; for food, housing, educational opportunities, amusements, social betterment, together with questions of marketing, selection of meats, etc., for greatest economy and nutrition, of diet for sick and well, of choice of architecture for home, location, lighting, ventilation, of furnishings for utility and beauty, and economy and suitability in clothes.

One hour. Through the year. Elective for Juniors and Seniors.

## XIII. LATIN

Latin is offered throughout the four years, three hours a week, except in Latin A and Latin 4a. The courses for Juniors and Seniors are given in alternate years, and are open to both classes.

The courses of study in this department have been arranged with the belief that an acquaintance with Latin literature is an essential of real culture. An effort is made to cultivate the ability to read Latin easily and at sight, to secure grace in translation, an appreciation of the literary worth of the author, and a clear mental picture of the life and times in which each wrote.

Students intending to devote themselves to the teaching of Latin are advised to pursue the study of Latin for at least three years, and of Greek for at least two.

Latin A. A thorough review of the fundamental principles of Latin Grammar, and the study of selections from Vergil's *Æneid*.

Four hours. Through the year. Required of Freshmen that offer only three years of Latin for admission and are candidates for the degree of Bachelor of Arts.

1. Livy: Selections.

✓ Three hours. First semester. Required of Freshmen that offer Advanced Latin for admission and are candidates for the degree of Bachelor of Arts.

✓ 2. Horace: Odes, Epodes, and *Carmen Saeculare*.

Three hours. Second semester. Required of Freshmen that have taken Latin I and are candidates for the degree of Bachelor of Arts.

✓ 3. Cicero: *De Senectute*, *De Amicitia*, and Tusculan Disputations, Book I.

Three hours. First semester. Elective for Sophomores.



Latin 1, 2, 3, 4a, 5, 6, 7  
during college course.

4. Latin Comedy: Two plays of Plautus, and one of Terence.

Three hours. Second semester. Elective for Sophomores.

✓ 4a. Latin Composition. This course is designed to meet the needs of students that expect to teach Latin.

One hour. Through the year. Elective for Sophomores.

✓ [5. Juvenal: Selected Satires. Martial: Selected Epigrams.

Three hours. First semester.

Elective for Juniors and Seniors that have completed at least one elective course. Not offered in 1914-1915.]

✓ [6. Tacitus: Selections.

Three hours. Second semester.

Elective for Juniors and Seniors that have completed at least two elective courses. Not offered in 1914-1915.]

✓ 7. Pliny the Younger: Selected Letters. Tibullus, Propertius, and Ovid: Selected Elegies.

Three hours. First semester. Elective for Juniors and Seniors that have completed at least one elective course.

8. Horace: Selected Satires and Epistles.

Three hours. Second semester. Elective for Juniors and Seniors that have completed at least two elective courses.

#### XIV. MATHEMATICS

Courses 1, & 2. Freshman Year.

✓ 1. Algebra and Solid Geometry. Ratio and proportion, variation, series, binomial theorem, undetermined coefficients, logarithms, permutations and combinations, continued fractions, theory of equation, graphic algebra, Metzler, Roe and Bullard's College Algebra. This portion of the work closes before the holiday vacation, and



the remainder of the semester is given to solid geometry, which includes polyhedral angles, the various solids bounded by planes, the cone, the cylinder, and the sphere. This course includes a large amount of original work in demonstration and computation. Phillips and Fisher's Elements of Geometry.

Three hours. First semester. Required of all Freshmen for the B.S. degree; elective for the A.B.

✓ 2. Solid Geometry and Trigonometry. Plane Trigonometry with problems and applications. Phillips and Strong's Trigonometry.

Three hours. Second semester. Required of all Freshmen for the B.S. degree; elective for the A.B.

3. Spherical Trigonometry, Surveying and Plane Analytic Geometry. This is a continuation of Course 2, with problems and applications to astronomy. This portion of the work closes the fourth week and the remainder of the time before the holiday recess is given to surveying which includes the theory of chain, compass, and transit surveying, leveling, the adjustment and use of instruments, computation of area, and scale drawings. Hodgman's Land Surveying. The remainder of the term is given to Plane Analytic Geometry. A study of the point and line. Tanner and Allen's Analytic Geometry.

Three hours. First semester. Elective for Sophomores.

4. Analytic Geometry. A continuation of course 3. The circle and transformation of co-ordinates, conic sections, equation of second degree, elements of solid analytic geometry.

Three hours. Second semester. Elective for students that have taken Course 3.

5. Differential Calculus. Differentiation of algebraic and transcendental functions with application to problems, change of the variables in derivatives, maxima and minima of functions of two or more independent variables, curve tracing, envelopes. Osborne's Differential and Integral Calculus.

Three hours. First semester. Elective for students that have taken courses 3 and 4.

6. Integral Calculus. Various methods of integration with applications.

Three hours. Second semester. Elective for students that have taken the previous courses.

7. Integral Calculus completed and Differential Equations. Integration as a summation, successive integration, surface, volume and moment of inertia of any solid, centre of gravity, pressure of fluids, force of attraction. This portion of the work closes with the tenth week of the first semester and the remainder of the semester is given to Differential Equations (Elementary course). Solution of ordinary and partial differential equations with applications to geometry and physics. Campbell's Differential Equations.

Three hours. First semester. Elective for students that have taken courses 3 to 6 inclusive.

8a. Differential Equations completed. This is a continuation of course 7 and closes before the spring vacation.

8b. Determinants and Theory of Equations. This course is devoted to determinants, complex quantities, properties of polynomials, general properties of equations, symmetric functions, limits and separations of the roots of an equation, elimination and solution of numerical equations. Barton's Theory of Equations.

Three hours. Last eleven weeks of the second semester. Elective for Seniors.

## XV. ORATORY AND VOICE CULTURE

The required work in Oratory of the Freshman and Sophomore years, is largely preparatory in its nature, and deals with the technical side of Public Speaking. The student is shown the relation of the mind to Vocal and Pantomimic Expression, and is taught to think more clearly and definitely. Concentration, sequence of ideas and conception are studied the Freshman year, and the logical action of the mind, as shown by the various methods of emphasis, is discussed and exemplified the Sophomore year. Vocal and Pantomimic training is studied and attention is called to faults of tone and bearing, and to mannerisms and defects in speech.

*writes*  
*1, 2.*  
I. The study and development of elemental thought processes as related to Vocal Expression. Attention. Sequence of Ideas. Conception.

Vocal Training. Correct method of breathing. Openness of tone passage. Preparatory actions for speech. Ease, freedom, and openness in tone production. The study of articulation, enunciation, and pronunciation.

One hour. Second semester. Required of Freshmen.

Prize Speaking, in which every member of the Freshman Class is prepared by special instruction and drill, and in which the principles studied in class are applied to public speaking.

2. The development of the Logical Instinct in speaking. The study of Emphasis and its various forms of expression. Inflection. Change of Pitch. Pause. Antithesis. Subordination. Movement. Force.

Vocal Training, to secure control of breath and elasticity of tone.

One hour. First semester. Required of Sophomores.

Prize Speaking, in which every member of the Sophomore Class is prepared by special instruction and drill.

3. Public Speaking. Beginning with the simplest forms of extempore speaking, each student is required to describe before the class something from his own experience, as a visit to some large city, a noted building, a work of art, a journey taken, until some freedom in speaking before the class has been gained and then the parts of the speech (the introduction, statement, body and conclusion) are studied and more finished speeches are made by the students. These speeches are criticized for form and manner of delivery, by the students and instructor.

One hour. Second semester. Elective for Sophomores.

Special training for students competing for the Junior Exhibition.

4. Public Speaking (continued). This course is open to the members of the Junior and Senior classes who have completed the preceding courses. The various forms of "Speeches for Special Occasions" are studied and original examples are presented by each member of the class.

One hour. First semester.

5. Development of the Dramatic Instinct. The study of a Shakespearian play and short scenes from the old comedies.

One hour. Second semester. Elective for Seniors.

6. Class in Methods of Teaching Elocution and Oratory designed to aid those who may have to coach students in Prize Speaking contests and Graduating Parts.

One hour. Second semester. Elective for Seniors.

## XVI. PHILOSOPHY

*Courses 1 + 2*  
*Freshman + Junior years*

1. Christian Ethics. The aim of this course is to derive from the life and teachings of Christ the ideals and principles that are permanently applicable to human conduct, and to show their relations to the problems of individual character and of social progress presented in the life of to-day. The Bible and Stalker's "Life of Christ" are used as text-books. There is a constant endeavor to make the work practical. To this end, topics requiring special reading are assigned, essays and discussions are prescribed, and occasional talks and lectures are given.

✓ One hour. First semester. Required of Freshmen.

✓ 2. Psychology. A general, introductory study of the principles of mental activity. So far as possible, mental life is studied in relation to neural conditions, and to biological science. It is the constant aim to translate principles into facts; to explain abstractions by particular instances. Simple experiments for purpose of demonstration are introduced. So far as possible in an introductory course, the subject is so studied as to be of practical benefit to teachers.

Three hours. Second semester. Required of Sophomores.

3. Advanced Psychology. A more intensive study of some of the mental phenomena treated only cursorily in Course 2, and an examination of many there altogether omitted. Of the latter, mention may be made of some aspects of Comparative Psychology, Hypnotism and Suggestion, Social Psychology, and of Genetic Psychology, so far as this throws light upon the problems of education.

Three hours. First semester. Elective for students that have had Course 2.



4. The History of Philosophy, a general, introductory course designed to acquaint the student with the persistent problems of philosophy as they have developed historically. The work begins with a brief resumé of Greek philosophy, as these problems first presented themselves to mankind. The development of Modern Philosophy from Descartes to Hegel and Schopenhauer is traced in more detail. Finally, to bring the development down to the present, attention is given to the work of such representative men as Spencer, Eucken, and Bergson.

Three hours. First semester. Elective for students that have had Course 2.

5. Current Philosophical Thought. This course is designed to give the student an acquaintance with the problems of thought as they have been modified in the light of modern science. Such theories as Idealism, Realism, Materialism, Vitalism, Evolution, Pragmatism will be studied in detail. Construction, not merely criticism, will be the end sought.

Three hours. First semester. Elective for students that have had Course 2.

6. Ethics. A study of various ethical theories with a view to finding a satisfactory basis for both civic and personal morality. The influence of Evolution upon Ethical Theory will be discussed and the metaphysical implicates of Ethics examined. The text will be supplemented by required reading, reports and informal discussions.

Three hours. Second semester. Elective for Seniors.

7. Logic. This course is designed not merely to acquaint the student with the principles of formal logic, but to enable him to utilize the knowledge gained in ana-



lyzing and evaluating argument. Theory is not disregarded, but practical value is made paramount. By actual practice in detecting fallacies the student is put upon his guard against error both in his own thinking and in the thought of others. Deduction and Induction are each studied in this way, especial attention being given to their application to argumentation.

Three hours. Second semester. Elective for Juniors and Seniors.

*Senior year*  
EDUCATION *Courses 1, & 2.*

The purpose of the following courses in Education is twofold: First, to acquaint the student with the general nature, function, and importance of education as one of the institutions of society for its own development; second, to give the student a clear conception of the educative process psychologically considered, and to help him to develop from such knowledge the principles of classroom methods and management. Theory is emphasized for the sake of breadth of view and perspective, though always with the understanding that the fruit of theory is correct and effective practice. The courses are designed to cover the requirements of the various States for work in this department.

V 1. History and Philosophy of Education. The course begins with a study of the educational practices of some of the nations of antiquity and of the Orient with a view to discovering how far and in what way their national characteristics have been shaped by their educational methods. Following this, the development of the occidental conception of education is traced down through the dominating ideas of the mediæval world and in the theories of modern reformers from Rousseau to Spencer.

The Philosophy of Education is designed to give the student a clearer and a broader conception of the nature and importance of education as a function of society, and of its value for the individual.

Three hours. First semester. Elective for Seniors.

✓ 2. Methods and Management. A study of the principles of mental growth and the concrete application of such knowledge to the special problems of the teacher. Such practical subjects as The Formal Steps in the Recitation, the Study Hour, Punishment, School Routine, etc., are made topics for extended reading and discussion.

Three hours. Second semester. Elective for Seniors.

#### FINE ARTS

*Senior year*

A course designed to give the student the basis for an intelligent appreciation of the fine arts, Architecture, Sculpture, Painting and Music. Literature, since it already occupies so large a place in the curriculum, is introduced only for the sake of comparison and illustration. Each art is studied (1) for the sake of a historical background, and (2) in order to get acquainted with its elements and principles. Critical judgment and taste are sought by a constant examination of representative work.

✓ Three hours. First semester. Elective for Juniors and Seniors.

#### XVII. PHYSICS

1. Elementary Mechanics and Heat. Recitations, with special attention to the solution and discussion of numerous practical problems, and laboratory work in precise measurements.

Three recitations and one laboratory period per week. Second semester. Required of Freshmen who are candidates for the B. S. degree.

2. Elementary Light and Sound. A continuation of course 1.

Two recitations and one laboratory period per week. First semester. Required of Sophomores who are candidates for the B. S. degree.

3. Elementary Electricity and Magnetism. A continuation of course 2.

Two recitations and one laboratory period per week. Second semester. Required of Sophomores who are candidates for the B.S. degree.

4, 5. General Physics. A course for students intending to take the A. B. degree and teach Physics in a High School. This course will emphasize the cultural rather than the technical side of the subject. It will comprise recitations and laboratory work with lecture table experiments.

Two recitations and one laboratory period per week. Through the year. Elective for Sophomores.

6, 7. Physical Laboratory. This course is designed to give the students a good working knowledge of practical physics. The apparatus available is of high grade, making accurate results possible. Three two-hour periods. Through the year. Elective for Juniors who have passed the Sophomore Physics and Sophomore Mathematics with credit.

8. Physical Laboratory (advanced course). A continuation of the above. (First semester.) Three three-hour periods per week.

Elective for Seniors who have completed 6, 7.

9. Dynamos and Motors. Direct and alternating current theory and practice.

Three hours. First semester. Elective for Seniors who have completed the Junior work in Physics and Mathematics.

### 10. Analytical Mechanics.

Three hours. Second semester. Elective for Seniors who have studied Calculus.

## MECHANICAL DRAWING

The courses in drawing are designed to meet the requirements of students intending to study either civil, mechanical, or electrical engineering. The work is made as practical as possible.

1, 2. Mechanical Drawing. The use of instruments. Geometrical problems and projection. Simple mechanical details. Introductory to all courses in drawing. Three periods per week. Through the year. Elective for Freshmen.

3. Descriptive Geometry. Recitations and drawing. A continuation of course 1.

Three periods per week. First semester. Elective for Sophomores.

4. Machine Drawing. Elementary course.

Three periods per week. Second semester. Elective for Sophomores.

5. Topographical Drawing.

Three periods per week. Second semester. Elective for Sophomores.

## XVIII. SPANISH

✓ 1, 2. Elements of Spanish.

Three hours. Through the year. Elective for Sophomores, Juniors and Seniors.

*Senior Year 1, 2*

## XIX. HYGIENE AND PHYSICAL EDUCATION FOR MEN

### HYGIENE

The Director of Physical Training gives each young man entering the Freshman Class a thorough physical

examination during the first term of his attendance at College. From the measurements and strength tests taken, a chart is made out for each student, showing his size, strength, and symmetry, in comparison with the normal standard, and also what parts of the body are defective in either strength or development. A handbook containing the exercises prescribed for the correction of any physical defects shown by his chart, and giving specific directions in regard to diet and bathing, is furnished each student.

When any student is found defective in vision, he receives from one of the college oculists the specific treatment that his case may require.

Oculists

ANSON A. COBB, M.D.,  
236 Main Street, Auburn

CHARLES E. NORTON, M.D.,  
118 Lisbon Street

FREDERICK S. WAKEFIELD, A.B., M.D.,  
342 Main Street

GEORGE P. EMMONS, A.M., M.D.,  
147 Lisbon Street

1, 2. Hygiene. A course of practical lectures dealing with certain phases of personal hygiene: ways and means of securing and conserving health; habits; causes of disease; carriers of disease; defences against disease.

One hour. First and second semesters. Required of Sophomores.

PHYSICAL TRAINING

1. Class exercises: Military drill, setting-up exercises, and Indian-club swinging. Squad exercises (graded to suit the strength of each division): Basket-

ball, indoor athletics, chest-weights, developing appliances, bar, rings, etc. From the first of November to the first of April. Required of Freshmen.

2. Class exercises: Setting-up exercises, dumb-bell drill. Squad exercises: Boxing, wrestling, and heavy gymnastics, basketball, bowling, indoor athletics. Required of Sophomores.

3. Class exercises: Setting-up exercises, fencing with single sticks and with broad-swords. Squad exercises: Basketball, indoor athletics, heavy gymnastics. Required of Juniors.

#### HYGIENE AND PHYSICAL EDUCATION FOR WOMEN

##### 1. Hygiene, Anatomy and Physiology.

(a). Hygiene. A course of ten lectures on the proper management, protection and care of the human body.

First semester. Required of Freshmen.

(b). Anatomy and Physiology. This course aims to give a practical knowledge of the structure and operation of the human body.

Three hours. First semester. Elective for Freshmen.

##### 2. Physical Training.

The department of Physical Training aims at the promotion of bodily health and strength, the correction of faulty postures, relaxation from mental work and the development of precision, alertness and grace of movement.

NOTE—A careful physical examination is made of each new student by a woman physician and the physical director, to ascertain her abilities and limitations.

A fee of \$10 is charged to cover examination, gymnasium suit, shoes and dues to the Athletic Association for the first semester.



(a). Indoor work in the well-equipped gymnasium includes:

✓ (1). Swedish gymnastics. Floor drills, marching and apparatus work.

✓ (2). Aesthetic gymnastics. Rhythmical movements for the whole body.

✓ (3). Corrective gymnastics. Special exercises to overcome faults of posture, lateral curvature of the spine, round shoulders, weak and flat feet.

✓ (4). Theory of gymnastics with practice in teaching. A study of the Swedish system of gymnastics for the school room. School room games. Especially adapted for those wishing to teach.

Three hours. Required of Freshmen, Sophomores and Juniors. Elective for Seniors.

(b.) Outdoor work includes:—

(1). Games. Basketball, field hockey, tennis, volley ball. (Open to members of the athletic association.) All games are supervised.

(2). Other outdoor exercise and recreation. Walks, cross country walks, hare and hound, etc.

One hour daily. Required of all young women unless excused by the physical director.

# Outline of Studies

The figure preceding a subject indicates the number of the course in that study as explained on pages 43 to 84. The figure following a subject indicates the number of exercises per week. Electives are italicized. The left-hand column in the Freshman year shows the arrangement of courses for students who are candidates for the A.B. degree; the right-hand column, the arrangement for candidates for the B.S. degree. Subjects in square [ ] are not offered in 1914-1915.

## FRESHMAN YEAR

### First Semester

#### A.B.

#### B.S.

✓ 1	Christian Ethics	1	1	Christian Ethics	1
✓ 1	English	3	1	English	3
	1, 3, 5 French or	3	1, 3	French or	3
	1, ✓ 3 German	3	1, 3	German	3
1 ✓	Latin	3	1	Mathematics	3
	Latin A	4	1	<i>Physiology</i>	3
✓ 1	<i>Mathematics</i>	3	1	<i>Mechanical Draw-</i>	
✓ 1	<i>Greek</i>	3		<i>ing</i>	3
	1 <i>Mechanical Drawing</i>	3	1	<i>Ornithology</i>	1
	1 <i>Ornithology</i>	1	3	<i>Statesmanship</i>	3
	1 <i>Physiology</i>	3			
✓ 8	<i>Statesmanship</i>	3			

## Second Semester

2 English	3	2 English	3
2, 4, 6 French or	3	2, 4 French or	3
2, 4 German	3	2, 4 German	3
2 Latin	3	2 Mathematics	3
Latin A	4	1 Oratory	1
1 Oratory	1	1 Physics	3
2 Mathematics	3	1 Biblical Literature	3
1 Biblical Literature	3	1 Botany	3
1 Botany	3	[2 Botany	3]
[2 Botany	3]	2 Mechanical Draw-	
2 Greek	3	ing	3
2 Mechanical Draw-		2 Ornithology	1
ing	3		
2 Ornithology	1		

## SOPHOMORE YEAR

For differences between the A.B. and B.S. courses after the Freshman year consult Major and Minor Requirements on page 91.

## First Semester

1 *Bacteriology	1	3 German	3
3 English	3	3 Greek	3
1 German	3	5 Greek	3
1 **Hygiene	1	9 a Greek	1
2 Oratory	1	1, 5 History	3
2 Physics (B.S.)	3	3 Latin	3
2 Oriental History	3	4 a Latin	1
1 Chemistry	3	3 Mathematics	3
3 Descriptive Geom-		4 Physics (A.B.)	3
etry	3	1 Spanish	3
1 Economics	3	1 Zoology	3
5, 7, 9 French	3		

\*Required of women.

\*\*Required of men.

## Second Semester

2	German	3	10	Greek	3
2	**Hygiene	1	✓ 9	a Greek	1
3	Physics (B.S.)	3	2	History	3
✓ 2	Psychology	3	4	Latin	3
2	*Sanitation	1	✓ 4	a Latin	1
✓ 2	Chemistry	3	4	Mathematics	3
3	Oriental History	3	3	Oratory	1
1	Botany	3	5	Physics (A.B.)	3
[2	Botany	3]	2	Spanish	3
2	Economics	3	4	Machine Drawing	3
4, 5, 6	English	3	5	Topographical	
6, 8, 10	French	3		Drawing	3
✓ 4	German	3	2	Zoology	3
4	Greek	3			

\*Required of women.

\*\*Required of men.

## JUNIOR YEAR

## First Semester

✓ 7	English	4	3, 5	History	3
1	Astronomy	3	1	*Household Man-	
4	Biblical Literature	3		agement	1
3	Chemistry	3	✓ [5	Latin	3]
1, 2, 6	Economics	3	7	Latin	3
5	English	3	5	Mathematics	3
1	Fine Arts	3	4	Oratory	1
5, 7, 9, 13, 15	French	3	4, 5	Philosophy	3
✓ 1, 3	Geology	3	6	Physics	3
✓ 5, 9	German	3	[8	Physics	3]
1	Government	3	10	Physics	1
✓ 5, 9	Greek	3	3	Psychology	3
9	a Greek	1	1	Spanish	3
11	Greek Drama	3	3	Zoology	3
8	Hebrew	3			

\*Elective for women.

## Second Semester

2	<i>Astronomy</i>	3	9 a	<i>Greek</i>	1
5	<i>Biblical Literature</i>	3	12	<i>Greek Drama</i>	3
4	<i>Chemistry</i>	3	9	<i>Hebrew</i>	3
9	<i>Chemistry</i>	1	4, 6	<i>History</i>	3
2, 4, 5, 7	<i>Economics</i>	3	2	<i>*Household Man- agement</i>	1
5	<i>English</i>	3	[6	<i>Latin</i>	3]
✓ 8	<i>English</i>	4	8	<i>Latin</i>	3
2	<i>Fine Arts</i>	3	6	<i>Mathematics</i>	3
6, 8, 10, 14, 16	<i>French</i>	3	7	<i>Logic</i>	7
✓ 2, 4	<i>Geology</i>	3	7	<i>Physics</i>	3
✓ 6, 10	<i>German</i>	3	10	<i>Physics</i>	1
2	<i>Government</i>	3	2	<i>Spanish</i>	3
10	<i>Greek</i>	3	4	<i>Zoology</i>	3
✓ 6	<i>Greek</i>	3			

\*Elective for women.

## SENIOR YEAR

## First Semester

1	<i>Astronomy</i>	3	11	<i>Greek Drama</i>	3
6	<i>Biblical Literature</i>	3	8, 10	<i>Hebrew</i>	3
5	<i>Chemistry</i>	3	3, 5	<i>History</i>	3
7 and 8	<i>Chemistry</i>	2	1	<i>*Household Man- agement</i>	1
12	<i>Chemistry</i>		[5	<i>Latin</i>	3]
1, 3, 6	<i>Economics</i>	3	✓ 7	<i>Latin</i>	3
✓ 1	<i>Education</i>	3	7	<i>Mathematics</i>	3
5	<i>English</i>	3	4	<i>Oratory</i>	1
9	<i>English</i>	4	4	<i>Philosophy</i>	3
✓ 1	<i>Fine Arts</i>	3	3	<i>Psychology</i>	3
5, 7, 9, 13, 15	<i>French</i>	3	9	<i>Physics</i>	3
1, 3	<i>Geology</i>	3	1	<i>Sociology</i>	3
✓ 7	<i>German</i>	3	✓ 1	<i>Spanish</i>	3
13	<i>German</i>	1	5	<i>Zoology</i>	3
1	<i>Government</i>	3	7 a	<i>Zoology</i>	2
✓ 5	<i>Greek</i>	3	7 b	<i>Zoology</i>	1
9 a	<i>Greek</i>	1			

\*Elective for women.

## Second Semester

2	<i>Astronomy</i>	3	6, 10	<i>Greek</i>	3
7	<i>Biblical Literature</i>	3	9 a	<i>Greek</i>	1
6	<i>Chemistry</i>	3	12	<i>Greek Drama</i>	3
9	<i>Chemistry</i>	1	9, 11,	<i>Hebrew</i>	3
10, 11	<i>Chemistry</i>	2	4, 6	<i>History</i>	3
12	<i>Chemistry</i>		2	<i>*Household Man-</i>	
2, 4, 5, 7	<i>Economics</i>	3		<i>agement</i>	1
✓ 2	<i>Education</i>	3	[6	<i>Latin</i>	3]
5	<i>English</i>	3	✓ 8	<i>Latin</i>	3
10	<i>English</i>	4	7	<i>Logic</i>	3
6	<i>Ethics</i>	3	8	<i>Mathematics</i>	3
2	<i>Fine Arts</i>	3	5, 6	<i>Oratory</i>	1
11	<i>English</i>	1	6	<i>Philosophy</i>	3
6, 8, 10, 14, 16,	<i>French</i>	3	10	<i>Physics</i>	3
✓ 2, 4	<i>Geology</i>	3	2	<i>Sociology</i>	3
8	<i>German</i>	3	✓ 2	<i>Spanish</i>	3
✓ 14	<i>German</i>	1	6	<i>Zoology</i>	3
2	<i>Government</i>	3			

\*Elective for women.

After the first semester of the Freshman year students elect subjects enough to make not less than 15 hours per week (16 including Oratory), and not more than 17, except by special permission.

The courses of instruction offered lead to the degree of Bachelor of Arts or Bachelor of Science.

The different departments of instruction are arranged under three groups: I, Languages; II, Philosophy (including History and the Social Sciences); and III, Sciences (including Mathematics).



## GROUP ARRANGEMENT OF STUDIES

GROUP I	GROUP II	GROUP III
<i>Languages</i>	<i>Philosophy</i>	<i>Sciences</i>
English	Biblical Literature	Astronomy
French	and Religion	Botany
German	Economics	Chemistry
Greek	Education	Engineering
Hebrew	Ethics	Geology
Latin	Fine Arts	Mathematics
Spanish	Government	Ornithology
	History	Physics
	Philosophy	Physiology
	Psychology	Zoology

### MAJORS AND MINORS

All candidates for degrees are required to make their selections with reference to major and minor subjects.

A major subject in languages is one which is pursued at least three hours a week for four years, or three years in the case of a foreign language, if the subject has been studied two years or more in the preparatory course.

In all other cases a major subject is one which is pursued at least three hours a week for three years, including the Senior year.

A minor subject is one which is pursued at least three hours per week for two consecutive years, or consists of six three-hour courses of definitely related subjects, and may be pursued in any of the subjects possible for majors. In certain other cases, by arrangement with the Committee on Curriculum, a major or a minor study may be kept up by a combination of related courses from different departments.

### REQUIREMENTS

A candidate for the degree of Bachelor of Arts must complete before graduation a major subject in Group I or II, and a minor subject, beginning after the Freshman year, in each of the other Groups. A candidate for the degree of Bachelor of Science must complete before graduation a major and a minor subject in Group III, and a minor in each of the other Groups.

In complying with the above conditions, subjects indicated as required in the "Outline of Studies" may count equally with electives. A student in making his selections for the Junior year should indicate in which Group he intends to secure his Major, and in making his selections for the Senior year should indicate the Departments in which he intends to secure his Major and his Minors.

### HONORS

The method of awarding honors and assigning Commencement parts is as follows: Six honors, three to young men and three to young women, are awarded for Scholarship in each of the three general Groups as given under the Group Arrangement of Studies.

From the eighteen persons receiving these honors eight are selected to deliver Commencement parts.

1. A committee of three shall be appointed representing each group of studies, who shall present to the Faculty for consideration the names of members of the Senior Class whose rank is 85 or more in any group, and averages at least 80 in all studies.

2. In making up the rank for the assignment of honors, the work of the Freshman year shall not be counted.

3. In awarding honors in any group of studies amount of work as well as rank shall be considered, and in deciding between candidates preference shall be given to the one having the largest number of courses, unless the rank of one having a smaller number is higher than that of the others in any equal number of courses.

4. A student whose rank entitles him to an honor in more than one group of studies shall receive appropriate recognition of that distinction.

### DEGREES

The Bachelor's degree is conferred on all students that complete satisfactorily one hundred and twenty-two semester hours in the requisite courses. Each candidate for this degree must submit not later than May 15th of his Senior year a thesis of not less than one

thousand words upon some subject representative of his accepted Major. His subject for this thesis must be selected from a list presented by the head of the department in which he has chosen his Major. Candidates are invited to submit subjects for the approval of those in charge of the lists.

It is understood that each list from which choices are to be made will be presented not later than Friday of the eleventh week of the first semester.

The Degree of Master of Arts is conferred on graduates of the College of at least three years' standing who have completed one year's graduate non-professional study or its equivalent. Either two or three subjects may be selected, with the advice and under the direction of the heads of the College departments. Evidence of proficiency is to be given by examinations and theses. Theses must be presented and fee paid as early as June 1st, and final examinations must be passed not later than ten days before the annual Commencement. The fee is \$10.00. Modifications of the foregoing conditions may be granted resident graduates. Further information on the subject may be obtained by writing to the Secretary.

#### RANK BILLS

These are sent to the parent or guardian of each student at the close of each semester.

#### REGISTRATION

The committee on registration is in session on the first day of each term, and all students are required to register at that time unless previously excused. Students failing to comply with the above requirement are charged one dollar for subsequent registration, and this sum will be collected with their term bills.

### ABSENCE FROM RECITATIONS

(1) Excuses for absence from recitations or other class exercises are to be rendered to the teachers of the respective classes on the day of the student's return. Tardiness, unless excused, will count as an absence. For each unexcused absence a student is marked zero; and for each unexcused absence from college exercises immediately preceding or immediately following a recess or a vacation a double penalty is imposed.

(2) No excuse will be granted on the ground of social, literary or athletic engagements,—except as provided for in regulations pertaining to Athletics, Section 7.

(3) No student will be excused from regular work *to prepare for or to take* an examination. Any examination taken under such conditions shall be regarded as a failure.

(4) Students who have been absent one week or more from any course are required to take at least one written lesson for each four weeks of absence, or fraction thereof.

### EXAMINATIONS

Written examinations are given at the close of each Semester and at such other times as the instructors may determine.

### STUDENT ADVISERS

Near the beginning of the College year the young men of each class are divided into groups; and for each group some teacher acts as a special adviser. The attempt is made to assure to each student a true friend from whom in any perplexity or emergency he may freely ask counsel

and aid. It is one of the cherished aims of the College to foster intimate and mutually helpful relations between teachers and students. At a stated time and place once a month each student reports his church attendance to his adviser.

#### HEALTH OF STUDENTS

The health of students is an object of constant care. Physical examinations are given each year and suitable exercise is prescribed for each student. Lewiston has two of the best Hospitals in New England, and these are always open at special, reasonable rates to students requiring the services of skilful physicians or surgeons.

All requests for absences on account of illness must be made to the physical directors.

#### RELIGIOUS LIFE

At 9.45 A.M., six days in the week, all the students, with the Faculty, assemble in the Chapel for reading of Scripture, prayer, and singing. A committee composed of members of the Faculty are active in promoting the religious life of the College. The women students have vesper services in Fiske Hall Sunday evenings. Occasional vesper services, open to the public, are held in the College Chapel.

The two Student Christian Associations—Young Men's and Young Women's—are active and flourishing. They hold weekly meetings on Wednesday evenings, from 6.30 to 7.15 P.M., the Young Men's Association in the Association Room, Libbey Forum, the Young Women's Association in the Fiske Room. Pastors, lecturers, and Secretaries often speak at meetings arranged by the Associations.



The College employs a resident Graduate Y. M. C. A. Secretary and the leaders of the Association are in close touch with the Secretaries of the Student Department of the International Committee.

Through the Religious Education Department classes in voluntary Bible Study are conducted in the first semester under student and faculty leaders, while the emphasis in the second half year is placed on mission study and North American problems.

Under the direction of the Campus Service workers the annual handbook is published; a tutoring bureau is maintained; second-hand text books are sold; new students are made welcome; employment is secured; membership campaigns are prosecuted and social life stimulated.

The Social Service Department teaches English and music to foreigners; sends deputations to churches, communities, preparatory schools and institutions; furnishes teachers for Sunday Schools and leaders for boys' work; thus making very definite and practical the religion of the college man.

An Advisory Board consisting of alumni, faculty members, business men, and students, exercises general oversight of the work of the Y. M. C. A. and through counsel and suggestion renders real aid to the work.

The last Thursday in January is observed as the Day of Prayer for Colleges and is set apart entirely for religious meetings. A sermon to which the public are invited is preached in the chapel at 10 A.M. Christian friends of the College are asked to remember this day. The Elizabeth Garcelon Messer Fund assures the presence of an eminent and earnest speaker.

## STUDENT ORGANIZATIONS

Bates has no secret societies. But the various interests of a wholesome student life are sustained and promoted by means of appropriate organizations,—both for the young men and for the young women.

The three older Literary Societies,—the Eurosophian the Polymnian, and the Piærian—are carried on by the young men. The meetings of these organizations afford thorough discipline in debate and in the proper conducting of deliberative assemblies, together with a stimulus to excellence in these attainments that to many is an educating force rarely found in college, and hardly second in utility to any department of the curriculum.

Societies for debating and parliamentary practice, for the cultivation of literary and musical tastes and for practice in composition, for the promotion of interest in fine arts, for the discussion of current events and for fostering a helpful social life are maintained by the young women.

The Spofford Literary Club, composed of both young men and young women, has been organized recently, and its name and purpose constitute a choice tribute to the memory of the lamented Professor Spofford.

The Jordan Scientific Society, also recently organized, takes its name in honor of Dr. L. G. Jordan, Head of the Department of Chemistry. Its members are young men who find themselves eagerly interested in Science.

The Politics Club, organized in 1912, is composed of young men from the junior and senior classes who are interested in the science of politics and government. The programs of the meetings are in charge either of the regular members, or of invited guests who address the Club on appropriate subjects. The Club is a member of the Inter-Collegiate Civic League.

## OTHER STUDENT BODIES

The Athletic Association is an organization of the men of the College for the promotion of physical training and of athletic sports.

The Women's Athletic Association is an organization of the women of the College for kindred purposes.

The young men maintain an Orchestra, a Glee Club, and a Mandolin Club; and the young women, a Glee Club and a Mandolin Club.

The Bates Prohibition League numbers in its membership a very large proportion of the students, men and women, and has organized under able leadership both for scientific study of the liquor problem and for aggressive practical work in the College and in the State.

No student organization of the College may incur any financial obligation, or make any contract involving monetary consideration, without first obtaining the sanction of the President of the College, or of the proper Faculty committee under whose supervision the organization is placed. In the event of the contemplated formation of any such new organization, the President of the College must first be consulted; and, if permission be granted to effect such organization, he will advise the student representatives of the particular Faculty committee under whose supervision the organization is placed.

## BUILDINGS AND EQUIPMENT

The College has fifteen buildings. These are kept in good repair and in the best sanitary condition. They are all heated by steam and lighted by electricity.

### CHAPEL

What has long been the most urgent need of the College, a suitable place for daily worship by Faculty and students, is at length fully met. Through the wonderful generosity of a devout Christian woman the sum of \$60,000 was in January, 1912, placed in the hands of the Treasurer of the College to ensure the erection of a worthy Chapel and the installment of an appropriate organ. To this amount \$5,000 was subsequently added. The building is 125 feet in length and 55 feet in breadth. It affords seats for 900 persons, 800 upon the floor and 100 in the gallery. The latter is at the front end of the building and above the main entrance. On exceptional occasions, such as Commencement, the seating capacity can be increased by utilizing the spacious chancel to more than one thousand. There are two rooms connecting directly with the chancel—one on either side. One of these rooms is for the choir; the other for those officiating in the religious services. The organ built by Hook and Hastings of Boston, is placed directly over the choir room. It is an instrument worthy of the chapel and its sacred uses. The chapel is of granite and is of Gothic design, after the English collegiate style. The audience room is open to the roof, thus disclosing its supporting timbers. There are four towers, two at each end in conformity to the general style of the architecture. The corner stone was laid with appropriate exercises on November 6. The Chapel was dedicated on January 7, 1914.

## YEARLY EXPENSES FOR YOUNG MEN

Tuition,	\$75.00	\$75.00
Room with Board,	132.00	to 162.00
Lights, laundry, books, etc.,	20.00	30.00
	<hr/>	<hr/>
	\$227.00	\$267.00

## YEARLY EXPENSES FOR YOUNG WOMEN

Tuition,	\$75.00	\$75.00
*Room with board,	173.00	to 191.00
Laundry, books, etc.,	15.00	25.00
	<hr/>	<hr/>
	\$263.00	\$291.00

Young women desiring information should address Dean Clara L. Buswell, Rand Hall, Bates College.

Students taking Laboratory courses in Chemistry, Physics, Biology, and Geology, are charged an additional fee varying from two to five dollars each semester, according to the nature and amount of the work.

The Freshmen pay a fee of one dollar for their medical examination, chart, and hand-book.

Board in private families (laundry, fuel, etc., included), \$4.00 to \$5.00 per week. Rooms in private families, without board, can be obtained at reasonable prices.

Students are advised in regard to selecting their rooms. All students on engaging rooms in College buildings deposit a fee of five dollars with the Assistant Treasurer. This sum is credited to them as part payment of their rent for the first semester. Students are held responsible for the rent of the rooms selected, unless other

\*A limited number of young women may obtain room with board for \$136.00 per year.

satisfactory arrangements are made with Superintendent Delbert E. Andrews. Men students, except those living at home, are required to board at the College Commons. No permissions to board elsewhere will be given except under definite arrangements with the Committee on the Commons. Board at the Commons is \$3.50 per week.

College Bills for the First Semester must be paid by November 15, and for the Second Semester by March 15. Students who are unable to pay their bills on, or before, the above dates must present their requests for extension of time for payment to the Assistant Treasurer before the date on which the bills are due. The Assistant Treasurer has authority to extend the time for payment for a period not exceeding two months. In exceptional cases, the payment of not more than one-half of the current bill may be postponed till the opening of the following semester. No extension can be granted to Seniors on the bills for the Second Semester. Students by leave of absence away from college on the above dates are required to settle their college bills within five days after their return. Students that fail to comply with the above requirements will be subject to an additional charge of one dollar for each week, or fraction thereof, elapsing after the regular dates of settlement.

Copies of Semester Bills are mailed at the close of each semester to the parents or guardians of all students whose Semester Bills remain unpaid.

Young men desiring information about rooms in the College dormitories should write to Superintendent Delbert E. Andrews, 143 Wood Street.

Young women desiring admission to Bates in the fall of 1915 should make application to the Registrar, Miss Nola Houdlette, Roger Williams Hall, Bates College, not later than March 1, 1915. Each applicant is required to



furnish a certificate of character and scholarship from her principal, a certificate of health equal to the demands of a college course from her physician, and a certificate of character and worth from her pastor. Not more than fifty applicants can be received in any one year. If practicable, the list of successful candidates will be announced about May 1.

#### COLLEGE PUBLICATIONS

The *Bates Student* is published weekly under the direction of Editors and Managers selected from the Junior Class. The first number was issued in January, 1873.

The *Bates Bulletin*, published every three months, gives full information respecting the progress of the College. It will be sent to any address, upon application to the Registrar, for fifty cents a year.

#### GEORGE COLBY CHASE LECTURE FUND

On Commencement Day, June 28, 1906, one of the Trustees of the College announced the creation of a fund of \$5,000 for the establishment of the George Colby Chase Lecture Fund for the maintenance of a permanent course of lectures to be known as the George Colby Chase Lecture Course. The College is indebted for this lecture fund to the late Honorable William Wallace Stetson, a former State Superintendent of the Public Schools of Maine. The purpose of the donor is definitely stated in the following citation from a prescribed trust agreement since executed: "Fourth, That the income of said fund shall be used exclusively for the maintenance of Lecture Courses in said College, and that no part of said income shall be used for any other purpose. Fifth, That speakers shall be selected who have done

something worthy of special commendation, who have a message, and who can deliver it in such a manner as will be helpful to College students."

The far-reaching significance and substantial value of this lecture course for Bates students, thus made coeval with the life of the institution, can be better appreciated a century hence than now. This trust faithfully administered will break the isolation too often existing between the college and the world, and assure to every Bates man and Bates woman the quickening influences of great leaders in thought and achievement. Some of the lectures thus far given under the provisions of this fund have been by Rev. Lyman Abbott, D.D., Rev. Hugh Black, D.D., Mr. George W. Cable, Professor R. W. Wood of Johns Hopkins University, Rev. Charles F. Aked, D.D., Henry S. Pritchett, President of the Carnegie Foundation for the Advancement of Teaching, Hamilton Holt, Managing Editor of the *Independent*, Edward A. Steiner, D.D., of Grinnell College, Booker T. Washington, William T. Ellis, John Nolen, Edgar M. Banks, Ph.D., Seumas MacManus, Alfred Noyes, S. S. McClure, and Professor Albert B. Hart.

#### UNIVERSITY EXTENSION

Members of the Faculty are prepared to give lectures upon subjects in Science, Literature, Philosophy, History, Economics, Sociology, Pedagogy and Art. Particulars can be learned by correspondence with the President, or the Secretary of the Faculty.

#### HATHORN HALL

Hathorn Hall, a beautiful and substantial building of three stories, contains an Assembly Room, ten lecture rooms, and a large study and a cloak room for women

students. Through the generosity of successive classes, nearly all the rooms in this building have been finished and furnished with excellent taste. This Hall takes its name from Seth and Mary Hathorn, of Woolwich, Me., who in the early history of the institution contributed generously toward its erection.

#### HEDGE LABORATORY

The building of the department of Chemistry is called Hedge Laboratory, in honor of the late Isaiah H. Hedge, M.D., of Waukon, Iowa, who furnished the means for its erection. It is a two-story building finely located and of attractive modern style. Important improvements in this building have recently been made by which its capacity has been increased considerably and the general conveniences much improved. On the first floor of the laboratory are the chemical lecture room, with rooms adjoining for chemicals and apparatus, and a class laboratory room fitted up with tables and sinks sufficient to accommodate thirty-two students. The large laboratory room for qualitative analysis occupies the most of the second floor. It is well lighted, thoroughly ventilated, and conveniently fitted with sinks, hoods, and tables sufficient to accommodate seventy-three students. Adjoining this room are the weighing and apparatus rooms and the private laboratory of the professor. The removal of the coal bins and steam boiler from the basement of this building made it possible to use the whole of that floor for stock and laboratory rooms. Excellent accommodation has thus been provided for ninety-seven additional students.

The arrangement and appliances of the whole building are in accordance with most approved plans of modern laboratories.

The enrollment in this department is so large as to render imperative the doubling of the capacity of the Laboratory at the earliest practicable date.

### CARNEGIE SCIENCE HALL

In January, 1908, Mr. Andrew Carnegie made a subscription of \$50,000 for the erection of a new science building. The conditions of the gift having been met, the corner-stone was laid during Commencement week of 1911. The building was opened for occupancy in September, 1912, and was dedicated January 14, 1913.

Carnegie Science Hall, with its concrete foundations, its walls of brick and cement, and its steel frame, is unquestionably one of the most permanent and substantially constructed buildings in the State. An important structural feature of this building is its moisture-proof basement, secured by: (1) a carefully planned system of under drains; (2) an extra thick concrete floor—eight inches; (3) an efficient layer of damp proofing, extending throughout the entire floor, four inches below the surface and up into the walls to the height of three feet. The above moisture-proof condition together with the elevation of the basement—it being mainly above the surface of the ground—has so increased the practical usefulness of this part of the building as to make it nearly equal to any other floor.

Three departments of the College are provided with commodious and convenient accommodations in Carnegie Science Hall.

The most used rooms of the Biological Department are located on the first floor. The lecture and recitation room, in the centre of the building, opposite the main entrance, has a raised floor so that the seats at the rear of the room are two feet above those in the front row. At

present the equipment includes: fifty-five iron-framed tablet arm chairs, which are securely fastened to the floor; a lecture and demonstration desk furnished with a sink, two large aquaria, gas and electric connections, cupboards and drawers; a trap in the floor near centre of the room opens to water and electric connections for lantern work. Provisions have been made so that demonstration charts may be suspended on any wall of the room. A slate black-board extends across the room back of the instruction table.

Adjoining the recitation room is the department library, known as the Ira H. Bickford Biological Library of Bates College. This library was established by Mr. Bickford in June, 1911; and already contains several hundred bound volumes and many valuable pamphlets. The room is furnished with reference table, chairs, a librarian's desk, book shelving, and card catalogues. Special mention should be made of a valuable collection of ornithological works presented to the Library by Prof. J. Y. Stanton.

Opening out of the library, in the east corner of the building, is the office and private laboratory of the head of the department. This room, with its desk, wardrobe, lavatory, hood, dissecting table, alberene stone shelves for incubator and paraffine bath, and electric and gas connections, is equipped with the essentials for office and laboratory work.

The laboratory for histology and general microscopy opens out of the main corridor and occupies the north-west corner of the first floor. This room is approximately twenty by forty feet in floor dimensions, and like all the other rooms is unusually well equipped with windows, and electric fixtures for artificial illumination. The furnishings and technical apparatus for this laboratory



are extensive, modern, and selected with care as to their special purposes.

Also opening out of the main corridor, and occupying the entire southwest end of this first story, is the large general laboratory for the courses in vertebrate and invertebrate zoölogy. This room has about forty by thirty feet of floor space and is equipped with dissecting tables accommodating forty students, wall cabinets, hood, alberene stone shelves with gas and electric connections, large tank sink of alberene stone, and injecting table. Like other laboratories of the building, this has associated with it a supply room.

The courses in Botany are well provided with laboratory and herbarium facilities on the third floor. The large laboratory in size, location, and equipment is similar to the general zoölogical laboratory on the first floor.

The nucleus of the Herbarium was gathered many years ago by an enthusiastic botanist, the late Dr. Aaron Young. It contained a representative collection of New England plants. Many of the Maine specimens were gathered during the State Geological Survey, conducted by the late Dr. Charles T. Jackson. The plants chiefly used now, however, in identifying species, constituted the herbarium of the late President Chadbourne of Williams College.

Of this, Dr. O. R. Willis, a distinguished botanist of New York, has said: "It is one of the best working herbariums I have ever examined." Beside its collection of New England plants, including the grasses, sedges, ferns, etc.—in all about two thousand specimens—it has several groups of ferns from other countries, also fairly complete collections of mosses and lichens, named by the highest authorities, and more than a thousand fungi. There are collections of the plants of New Jersey, Tennessee,



and Florida, also from several foreign countries, illustrating the identity of many families in Europe and America. There are, also, collections from Greenland, Labrador, and the tropics, and mountain flora from the Rocky Mountains, the White Mountains, and the Alps. There are, besides, some fifteen hundred duplicates. All these collections are in cabinets of the most approved construction.

The entire northeastern half of the third floor has been set aside for a biological museum. This room will be equipped with steel-framed, glass cabinets for museum specimens, as such collections are formed. The Biological Museum is especially fortunate in its extensive and valuable collection of ornithological specimens. In addition to the regular teaching collection, which includes representatives of nearly all the New England species, besides many from other parts of the United States, and from foreign countries, Prof. J. Y. Stanton has presented his entire private collection of mounted birds and skins. This collection includes several specimens of extinct forms and many rare species.

Generous subscriptions from the alumni and other friends have made it possible to procure excellent cabinets for preserving this Stanton Ornithological Collection.

The entire fourth floor is used as a vivarium. It is divided into rooms as follows: a large animal room, so-called, furnished with running water, brook and pools for keeping water forms of animals and plants, and with various types of cages and pens for animals other than water forms; a supply room; and a room for the experimental breeding of animals and plants. This last is equipped like the animal room mentioned above.

In the basement, the Biological Department has the following accommodations: A taxidermy and tool room; a supply room; and a dark room. The taxidermy room is equipped with dissecting table, hood, sink, alberene stone shelves with electric and gas connections, wall cabinets of cupboards and drawers, carpenter's bench, lathe, and such glass-ware and tools as are found essential in the work of this much-used room.

The second floor of the building is allotted to the Department of Physics. The lecture room is fitted with seats for fifty-five students, a stereopticon stand, a lecture table equipped with gas, water, and electricity—both alternating and direct current. The room is ventilated by the electric fan.

Adjoining the lecture room is a commodious apparatus room fitted with a large counter and wall shelves. The cabinet is well supplied with apparatus for lecture table and laboratory experiments. Among the more important pieces are a 10-inch induction coil, a Wolff potentiometer and Wheatstone bridge, a galvanometer, an optical bench by Max Kohl, a standard scale, a cathetometer, a Steinheit spectrometer, a Hilger quartz spectrograph, a Gergk vacuum pump, a high grade Thompson projection apparatus, a number of Weston ammeters and voltmeters, besides a large number of thermometers, calorimeters, hypometers, reading telescopes, and micrometers and the accessories of a well-equipped laboratory.

Adjoining the apparatus room is a large laboratory equipped with water, gas, and electricity for advanced work in Physics. This room is fitted especially for electrical work. An experimental circuit runs around the entire room, connecting with the main switch-board; and several reflecting galvanometers are in place. Connected

with this laboratory is a photographic dark room and a private laboratory and office for the head of the department.

At the other end of the building is a large laboratory for the elementary work in Physics, fitted with tables and wall shelves, supplied with gas and electricity for experimental work. Adjoining is a supply room.

In the basement of the building is a dynamo room containing the main switch-board that serves both as a main feeder for the building and as an experimental board, two convertors for supplying direct current, and a dynamo and a dynamometer for experimental tests. A small shop adjoins the dynamo room, equipped with an assortment of tools for repairing apparatus.

A large Physiological laboratory in the basement is for the present used as a drafting room and contains stands for about forty-five students. This room is fitted with wall cabinets having numerous drawers and cupboards.

The recitation room for the Physiological department is upon the third floor. In location, size and equipment this room is similar to the recitation room on the first floor.

The rear entrance to the building opens directly into a receiving and unpacking room. Conveniently near this room—directly across the corridor—is the elevator well. An elevator is to be installed at a later date. There are three lavatory rooms, one in the basement, another on the first floor, and a third on the second floor. A large general supply room and a sterilizing room are also located in the basement. An efficient ventilating system is connected with all basement rooms and with the three recitation rooms.

The collections of minerals, ores, rocks and fossils are temporarily stored in the geological laboratory and

the basement of Coram Library. All these collections are undergoing revision and reclassification, and will be suitably arranged for use of the students. Educational value is the primary consideration. The common minerals and rocks, and many of rare occurrence are well represented by typical specimens. Additions, both local and foreign, are being constantly added.

#### CORAM LIBRARY

Coram Library, dedicated in 1902 and named for Mr. Joseph A. Coram, of Lowell, Mass., who contributed twenty thousand dollars towards its erection, is one of the most beautiful and best planned buildings of its kind. Its reading, reference, seminar, and stack rooms are models of taste and convenience. The furnishings throughout are of the most approved designs for modern libraries.

Individuals disposing of private libraries could find no better place in which to perpetuate the usefulness of rare and standard works. The shelving capacity has just been largely increased by the construction of a second story stack room.

The library is classified according to the Dewey system; there is a dictionary card catalogue; access to the shelves is entirely unrestricted. Attention is given to helping the students in using the catalogue, reference books, and special bibliographies. Books selected by professors for special reading in connection with class work are reserved on shelves near the delivery desk.

The number of volumes in the library is about 35,000.

The college library has been selected with special reference to the needs of the several departments. It is composed mainly of modern publications, and contains many important works of reference.

Special funds from which income for the purchase of books is derived are the following:—

The Benjamin E. Bates Library Fund, founded in 1906, by a gift of \$10,000 from Mr. Clement S. Houghton of Boston. This fund was given in memory of Benjamin E. Bates, the son of the Benjamin E. Bates whose name the college bears, and himself for twelve years a devoted and efficient member of the Board of Fellows of the Institution. The income of this fund is expended in the purchase of works upon History, Economics, Sociology and Mathematics—subjects in which Mr. Bates was much interested.

The Stephen and Mary Stickney Library Fund was established in 1909 by a legacy of \$7,000 from Mrs. Mary M. S. Spaulding in memory of her parents.

Considering the expense involved in purchasing books most necessary to keep the library abreast of the times, the generous aid of friends of the College is invited to the establishment of new funds.

The library is open during term time from 8.30 A.M. to 12 M., 1.30 to 5.30 P.M., daily, except Sunday, and from 7 P.M. to 9 P.M. on Monday, Tuesday, Wednesday, and Thursday.

One of the largest rooms has been reserved for the reception of statuary, bronzes, pictures, and curios that the friends of the College have been waiting to give when a suitable place should be provided.

Among other valuable gifts are casts of the Apollo Belvedere and the Diana of Versailles—both of heroic size. Under the will of the late George W. Harris of Boston, in commemoration of his intimate friendship with the first Benjamin E. Bates, the College has come into possession of a choice collection of music, including many rare manuscripts.



The College recently received from the late Rev. Dr. and from Mrs. Charles G. Ames, of Boston, an ideal bust of Christ, one of the works of noteworthy merit by Hiram Powers.

Through the generosity of Miss Annette P. Rogers, of Boston, the College has several hundred large photographs, excellent copies of celebrated originals in the famous museums of the old world. Miss Rogers has also given an admirable card catalogue of the photographs and 20 volumes of helpful books upon art. Several choice oil paintings, copies of masterpieces in the Florentine galleries, have lately been presented to the Library.

#### LIBBEY FORUM

Through the generosity of Honorable W. Scott Libbey, the Literary Societies and the Christian Associations of the College have been provided with large, beautiful, and convenient rooms—one for each of the three Societies and a fourth for the Y. M. C. A. and the Y. W. C. A. Libbey Forum has been erected to stand, and is probably the most solid and substantial structure in Lewiston. It is complete in all of its appointments. Its spacious corridors, its convenient cloak and toilet rooms, its arrangements for heat and light, and its furnishings, are all in complete harmony with the general design; and the result is an ideal home for the Societies that have long been one of the most unique and attractive features of Bates. It was dedicated on October 1st, 1909, and is now regularly occupied by the organizations for the benefit of which it was erected. The building occupies the large lot on the northern side of Mountain Avenue at its junction with College Street. The completion of this hall made available for important uses of the College the rooms that have been occupied for society purposes in Hathorn Hall and Parker Hall.



### GYMNASIUMS

The Men's Gymnasium, a two-story wooden structure, with basement, has been a very useful building; but it should give place as soon as practicable to a more capacious and substantial structure of modern design. A new Gymnasium adequate for our needs would cost \$100,000.00.

Subscriptions for this building are earnestly solicited. The immediate erection of a gymnasium for our young men might well engage the interest of some large-hearted, wealthy man or woman.

The Gymnasium is steam heated and equipped with the apparatus necessary for the thorough and systematic training and development of the human body. This apparatus is new and of the most approved modern pattern. In the basement of the Gymnasium are a pair of excellent bowling alleys; also convenient bathrooms, provided with lockers, hot and cold water, dip baths, shower baths, etc.

The gymnasium for women in Rand Hall is well equipped for class drill and apparatus work and provides for indoor recreation such as basketball, volley ball, indoor baseball, etc. The room adjoining the gymnasium is suitably fitted with shower baths and lockers.

The athletic grounds for women provide for field hockey, basketball, baseball, tennis, etc.

### ATHLETIC FIELD

The Garcelon Athletic Field, named in honor of the late Alonzo Garcelon, M.D., of the original governing board of the College, is considered one of the best in New England. It has a tasteful and commodious Grand Stand, sufficient for all present needs. The field, sur-

rounded by a fence, has an area of seven acres. It contains a quarter-mile track, a two hundred and twenty yard straight-away, take-offs for the jumps and pole vault, a football field, and a baseball diamond.

#### OUTDOOR RUNNING TRACK

The wooden Track is rectangular in shape with a straight-away course of 74 yards. The width of the Straight-away is ten feet. The rectangle is five feet in width with a course of twelve laps to the mile. The Track is located near the Gymnasium. It is of modern arrangement, and, undoubtedly, the best in the State of Maine.

#### TENNIS COURTS

Ten fine tennis courts offer abundant opportunity for this healthful game.

#### PRESIDENT'S HOUSE

The President's House, a spacious and attractive two-story building originally erected for the President's residence, has since 1895 served as a dormitory for women students.

#### PARKER HALL

Parker Hall affords accommodations for about one hundred young men. It has recently been renovated and modernized. The floors throughout are of hardwood. The rooms are arranged in suites, each consisting of a study and a bedroom. A commodious and tastefully furnished reception room, ample shower baths and other sanitary arrangements, and convenient and tasteful student apartments, render this hall one of the most home-like and satisfactory college dormitories in New Eng-

land. The baseball cage in the basement affords uninterrupted opportunities for practice in the winter and in stormy weather. Parker Hall bears the name of the late Judge Parker of Farmington, one of the chief contributors for this, the second building erected upon the Campus. The immediate supervision and care of this building are entrusted to the Parker Hall Association, made up of the student occupants.

#### ROGER WILLIAMS HALL

Roger Williams Hall is an attractive and commodious three-story brick building erected by the late Lewis W. Anthony, Esq., of Providence, R. I. This hall, formerly devoted to the needs of Cobb Divinity School, is now used for college purposes. The first floor is occupied by two large lecture rooms, the offices of the President, the Assistant Treasurer, and the Registrar, a reception room, and a reading room. The other floors are used for dormitory purposes. The student suites in this building are unusually tasteful and convenient. They accommodate between forty and fifty young men. This building is under the supervision of the Roger Williams Hall Association.

A fund of \$5,000 has been given by Dr. Alfred W. Anthony and Miss Kate J. Anthony for the permanent upkeep of this building.

#### JOHN BERTRAM HALL

John Bertram Hall is the large three-story brick building that for thirteen years was used by the departments of Biology and Physics. The completion in 1912 of Carnegie Hall left it available for dormitory purposes and it was then thoroughly renovated and in large part reconstructed. Its spacious, convenient and attractive

suites of rooms afford ample accommodations for from forty to fifty students. Most of these suites are occupied by young men of the Freshman class, thus meeting an urgent need. Heated by steam, lighted by electricity, provided with shower baths and the most approved plumbing arrangements, it is one of our most satisfactory dormitories. On the first floor is a tasteful reception room with a piano and other appropriate furniture. On the wall opposite the entrance hangs a picture of John Bertram—a man whose character and career exemplify the best in Christian manhood. In the basement are the kitchen and store rooms and a convenient, spacious and well appointed dining room that serves as a “Commons” for more than two hundred young men. All the floors of this building are of hard wood and every part of it is sanitary and well lighted. The gift in January, 1913, by Mrs. David P. Kimball of Boston, of \$10,000 in memory of her father, Captain John Bertram of Salem, Mass., has brought to the young men of the College facilities long needed and highly prized.

#### RAND HALL

Rand Hall, completed in 1905 for the women of the College, is a beautiful three-story building one hundred and twenty feet in length by forty-three in breadth.

By action of the Trustees at their annual meeting in June, 1908, this building was named Rand Hall in memory of Professor John Holmes Rand and his untiring efforts to assure a true college home to the women of Bates. It contains a large, well-equipped gymnasium, Fiske reception room for student social gatherings, rooms for the Dean and for the Instructor in Household Econ-

omy, and for sixty young women, together with laundries, kitchens, dining-room, and all the appointments of a first-class women's hall.

#### MILLIKEN HOUSE AND WHITTIER HOUSE

The Milliken House and the Whittier House, through the generous consideration of Hon. C. A. Milliken, are now the property of the College. With the President's House, now called Cheney House, and Rand Hall, they afford ample accommodations for the young women of the College.

#### CENTRAL HEATING PLANT

The people of Maine by the unanimous action of their Legislature during the session of 1908 generously recognized the service rendered by Bates College to educational work in their State by the appropriation of \$45,000 for the construction of a Central Heating Plant for the Institution. This plant has recently been completed under the supervision of competent engineers. It will materially lessen the cost of heating the college buildings and will promote at once the health, the comfort, and the convenience of their occupants. In its construction, provision has been made for extending its advantages to buildings hereafter to be erected.

#### RESOURCES

Within a few years the resources of the College have been trebled. This has been due in large measure to the generosity of Mr. Andrew Carnegie and of Mr. Bartlett Doe, late of San Francisco, each of whom gave \$50,000 toward increasing the endowment; \$60,000, also, were given by alumni and other friends of Bates in response to a condition imposed by Mr. Carnegie. Nearly \$60,000



more were added to the permanent fund by meeting the conditions of Mr. Carnegie's subscription for the science building, and by other gifts, and in January, 1913, Honorable D. D. Stewart, of St. Albans, presented \$50,000 in memory of his brother, the late Levi M. Stewart, Esq., of Minneapolis, Minn. The total invested funds of the College at the present time amount to more than \$760,000; and its total resources, including grounds, buildings, library, and apparatus, have a value of fully \$1,250,000.

#### THE PUBLIC SERVICE OF BATES

To all who can prize her contributions to the intellectual and moral forces that must save our country Bates can unhesitatingly appeal. Of her graduates 822 have become teachers—about 43 per cent;—and 186 ministers—nearly 11 per cent;—the latter being distributed among ten religious denominations. Within recent years Bates has made important contributions to the foreign mission field. Sixty-eight graduates have filled positions in Universities and Colleges, and more than this number have won distinction as State, City, and District Superintendents and as Principals of important Secondary Schools. Among the Higher Institutions to which Bates has contributed teachers are Albion, Amherst, Amherst Agricultural, Armour Institute, Bates, Bishop, Brown University, Carleton, Colgate University, Connecticut Agricultural, Cooper Institute, Cornell University, Dartmouth, Denison University, Drury, Fairmount, Grant University, Harvard University, Hillsdale, James Millikin, Keuka, Knox, Miami, Middlebury, Massachusetts Institute of Technology, Northwestern University, Norwich University, Oahu (Hawaii), Pennsylvania State, Princeton University, Pomona, Redfields, Shaw Univer-



sity, Mt. Holyoke College, Tufts, University of California, University of Colorado, University of Illinois, University of Iowa, University of Maine, University of Montana, University of Oregon, University of Utah, University of Wisconsin, Western Reserve University, William Jewell, Yale University, Yankton. In Authorship, on the Bench, in Legislation, in Journalism, Law, Medicine, and Engineering, Bates has distinguished representatives; while nearly the entire body of her alumni have proved themselves pure, earnest, useful citizens, ready for every good word and work, and making happier and better the communities in which they have lived. The thorough preparation that Bates gives for public speaking is shown by the honors won in the last thirteen years in twenty-eight out of thirty-four inter-collegiate debates—seventeen of these with Universities.

#### BATES AND THE CARNEGIE FOUNDATION

The high standards of scholarship maintained at Bates and the breadth and liberality of her administrative policy are indicated by the fact that she was admitted to the benefits of The Carnegie Foundation for the Advancement of Teaching in June, 1907. She has been characterized from the beginning of her history at once by her insistence upon Christian standards of character and conduct and by her freedom from sectarianism. Her original charter contained no denominational or creedal conditions; and the slight change from the breadth of management that had been made in 1893 was, by the unanimous vote of her Trustees, removed in 1906. Her application of Christianity to life finds expression in her supreme endeavor to educate her students for good citizenship and for self-denying service to mankind.

## REASONS FOR AIDING BATES

1. To a large number of young men and young women she offers their sole reasonable hope for obtaining a liberal education. Both the necessary and the incidental expenses are lower than at any other New England College.

2. In the number and quality of her graduate educators, Bates is not surpassed, and, perhaps, not equalled, by any other College in America.

3. She has been successful in securing character as well as scholarship.

4. She is unsectarian.

5. Her location is the best possible for her usefulness. She gathers from a constituency widening every year young men and young women of small means but of great promise, some of them traveling hundreds of miles to secure from her the New England culture of heart and mind, that they may use it for the good of our entire country.

6. She took up the cause of higher education for women when it was unpopular.

7. Every dollar given to her work strengthens the forces that are shaping our Christian civilization.

8. She has but \$870,000 for carrying on work for which most New England Colleges require \$2,000,000 or more.

## SUMMARY OF NEEDS

1. \$500,000 as an immediate addition to the permanent fund, in order to ensure the efficient maintenance of present work, the development of existing departments, the establishment of a chair of Education and a chair of Economics and the increase of the salaries of the teachers to a living basis.

2. \$20,000 for doubling the capacity of the present Chemical Laboratory.

3. \$5,000 to pay for the furnishing of Coram Library and to secure additional appliances.

4. \$50,000 as a permanent fund for the Library.

5. \$150,000 for additional Scholarships for deserving students.

6. \$100,000 for the erection of a new Gymnasium for the men students.

7. \$100,000 for the erection and maintenance of an Astronomical Observatory and the support of its Director.

8. \$10,000 for the grading and improvement of the campus.

9. \$30,000 for a student loan fund.

10. \$100,000 for the erection of a Bates House, with ample provision for the needs of the Y. M. C. A. and for suitable rooms for recreation and for College guests.

The total of the amounts named is more than \$1,000,000. We can do a valuable work while waiting for some of these needs to be met; others of them are urgent; all of them are implied in the plan of the institution; and could they be met at once, the result would justify the outlay. The enlargement of the Chemical Laboratory, the erection of a Gymnasium for the young men, the grading and improvement of the Campus, and a Bates House to provide for the social, recreational and religious needs of students, can be delayed only with serious loss to the College.

#### GIFTS

All departments of Bates College are under the care of the same Board of Trustees and all gifts and bequests should be made to "The President and Trustees of Bates

College." When bequests are designated for the uses of a particular department, or for any other special purpose, they are limited to such purposes. But the experience of colleges shows that it is desirable to have the specific use of the income and endowments left as far as possible to be determined by the Trustees as the needs of the growing work may demand. The work of Bates College has greatly outgrown the present equipment, and there is pressing need of additional endowments, scholarships, and buildings.

#### FORM OF BEQUEST

I give and bequeath to The President and Trustees of Bates College, a corporation existing in Lewiston, Maine, the sum of.....Dollars, for an endowment fund, to be called.....Fund (or Professorship, or Scholarship).

#### FORM OF ANNUITY BOND

*Whereas*, The sum of.....Dollars has been given to The President and Trustees of Bates College, Lewiston, Maine, by.....of..... upon condition that, in consideration of said gift, an annuity of.....Dollars be paid to the said .....during.....life;

*Therefore*, The President and Trustees of Bates College hereby agree to pay the said sum of..... Dollars to the order of said.....at the Treasurer's Office of said College, during the natural life of said .....commencing January first, Nineteen Hundred.....

In witness whereof the President and Trustees of Bates College have hereunto affixed their Corporate Seal and caused this bond to be signed by their President and Treasurer at Lewiston, Maine, this.....day of..... 191...

## Scholarships

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STATE SCHOLARSHIPS—There are ten State Scholarships (each yielding \$50 annually) in the hands of the Governor; and in bestowing them preference is given to the children of those who have borne arms in defense of their country, and always to students who are needy and meritorious.

Each of the following scholarships has been endowed by a donation of one thousand dollars, and pays \$50 a year to the student elected to hold the scholarship.

REDINGTON SCHOLARSHIP—FOR A LADY STUDENT—Endowed by the late Hon. Asa Redington, LL.D., of Lewiston. This is supposed to be the first instance of such an appropriation in any college.

DUDLEY SCHOLARSHIP—Endowed by the late Alvin D. Dudley, Esq., of Haverhill, Mass.

CHENEY SCHOLARSHIP—FOR A STUDENT FROM NEW HAMPSHIRE—Endowed by the late Hon. Person C. Cheney, A.M., of Manchester, New Hampshire.

WOODMAN SCHOLARSHIP—Endowed by the Paige Street Free Baptist Church, Lowell, Mass., in memory of Rev. Jonathan Woodman, late pastor of the church.

SYMONDS SCHOLARSHIP—Endowed by the Plymouth Street Free Baptist Church, Portland, in memory of Joseph Symonds, Esq., a deacon of the church.

CLEMENTS SCHOLARSHIP—Endowed by the late Rev. Tisdale D. Clements of Lewiston.

BRIDGE SCHOLARSHIP—Endowed by the late Charles Bridge, Esq., of Gardiner.

LEWIS SCHOLARSHIP—Endowed by the late Chace Lewis, Esq., of Providence, Rhode Island.

CLASS SCHOLARSHIP—Endowed by the Class of 1877.

BARTLETT SCHOLARSHIP—Endowed by the Main Street Free Baptist Church, Lewiston, in memory of Rev. Flavel Bartlett.

NATHANIEL BOWEN SCHOLARSHIP—Endowed by the late Mrs. Hannah Bowen of Providence, Rhode Island.

COBB SCHOLARSHIP—Endowed by the late Hon. C. C. Cobb of Lewiston, in memory his son, Rev. Frank Woodbury Cobb, A.M., class of 1873.

HOUGHTON SCHOLARSHIP—Endowed by the late Rev. Alphonso L. Houghton, A.M., of Lawrence, Mass., class of 1870.

RANDALL SCHOLARSHIP—Endowed by Mrs. Abby Randall in memory of Isaac Randall, Esq., of Johnston, R. I.

WILLIAMSON SCHOLARSHIP—Endowed by Elias W. Williamson, Esq., of Potters Landing, Md., in memory of his father, Rev. Stephen Williamson, of Stark.

QUINNAM SCHOLARSHIP—Endowed by the late Mrs. James Hobbs of Chicago, Ill., in memory of her father, Rev. Constant Quinnam.

EATON SCHOLARSHIP—Endowed by Mrs. Oliver H. Durrell of Cambridge, Mass., in memory of her father, Rev. Ebenezer G. Eaton of Lewiston.

BALDWIN SCHOLARSHIP—Endowed by the late B. C. Baldwin, Esq., of Lowell, Mass., in memory of his wife.

BONNEY SCHOLARSHIP—Endowed by Mrs. Harriet Cheney Bonney and Sherman G. Bonney, M.D., in memory of Calvin F. Bonney, M.D., of Manchester, N. H.



FRYE SCHOLARSHIP—Endowed by the late Hon. William P. Frye, LL.D., of Lewiston.

NUTTING SCHOLARSHIP—Endowed by the late Lyman Nutting, Esq., of Lebanon, Pa., in memory of his sister, Mrs. Charlotte Nutting Chadbourne.

ELLIS SCHOLARSHIP—Endowed by the late Miss M. A. Wales of Boston, Mass., in memory of her pastor, Rev. Rufus Ellis, D.D.

TALPEY SCHOLARSHIP—Endowed by the late Hon. Charles W. Talpey of Farmington, N. H.

THISSELL SCHOLARSHIP—Endowed by the late Mrs. Abby T. Deering of Portland, in memory of Hon. John Thissell of Corinth.

WARD SCHOLARSHIP—Endowed by Mrs. Mary E. Ward, in memory of her husband, Warren Ward, Esq., of Auburn.

BEAN SCHOLARSHIPS—Three scholarships endowed by the late Cyrus E. Bean of Portland, in memory of his father, Cotton Bean of Limerick.

SMALL SCHOLARSHIP—Endowed by James T. Small, Esq., of Lewiston, in memory of his son, Everett J. Small, class of 1889.

DYER SCHOLARSHIP—Endowed for the benefit of some student preparing for the Christian ministry, by the late Mrs. Irene M. Higgins, in memory of her parents, Mr. and Mrs. Jonah Dyer of Cape Elizabeth.

PAGE SCHOLARSHIP—Endowed by the late Peter Page, Esq., of New York City.

RAMSEY SCHOLARSHIP—Endowed by the late Mrs. V. G. Ramsey of North Berwick, in memory of her husband, Rev. G. P. Ramsey.

MATHEWS SCHOLARSHIP—Endowed by the late John M. Mathews, Esq., of Burlington, Vt., in memory of his daughter, Orissa Frances Mathews.

PERKINS SCHOLARSHIP—Endowed by the late Mrs. Moses W. Shapleigh of Ashland, N. H., in memory of her father, Rev. Thomas Perkins.

WOODBURY SCHOLARSHIP—Endowed by friends of the late Charles Woodbury of Boston, for the benefit of some Methodist student.

HARMON SCHOLARSHIP—Endowed by the late Ivory W. Harmon of Newton Center, Mass., in memory of his son, Wallace Ivory Harmon.

MARY L. STONE SCHOLARSHIP—Endowed by the late James S. Stone of Boston, Mass., in memory of his wife.

JORDAN SCHOLARSHIP—Endowed by Merrill Page and Emily Deering Jordan, in honor of Rev. Zachariah and Sabrina Page Jordan.

CLAPP SCHOLARSHIP—Endowed by the late Lucius Clapp, Esq., of Randolph, Mass.

LOVINA HAINES HASKELL SCHOLARSHIP—Endowed by the late Edwin B. Haskell of Boston, Mass.

FISKE SCHOLARSHIP—Endowed by the late Elizabeth S. Fiske of Boston, Mass.

ROWE AND CLARRY SCHOLARSHIPS—Endowed by a bequest of Mrs. Emily H. C. Rowe, in memory of her daughter, Miss Emma F. Clarry, and affording free tuition to four young women, preference to be given to worthy students from Brooks, Me.

DEXTER N. RICHARDS SCHOLARSHIP—Endowed by Mrs. L. M. Richards of Brookline, Mass., in memory of her husband.

STETSON SCHOLARSHIP—Endowed by the late Amos W. Stetson of Boston, Mass.

JOHN D. PHILBRICK SCHOLARSHIP—Endowed by the late Mrs. John D. Philbrick.

WILLIAM WELLS CATE SCHOLARSHIP—Endowed by Rev. C. E. Cate, D.D., of Providence, R. I., in memory of his brother.

E. S. JORDAN SCHOLARSHIP—Endowed by the late Mrs. Clara Stanton Jordan, in memory of her husband.

FOSTER LEE RANDALL SCHOLARSHIP—Endowed by the late Foster Lee Randall of Lewiston.

STANLEY SCHOLARSHIP—Endowed by Ezra B. Stanley of Manchester, Mass.

DAVID AND THANKFUL JORDAN SCHOLARSHIP—Endowed by their children.

HOPKINS SCHOLARSHIP—Endowed by the late Augustus, Esq., of Gardiner, Maine, preference to be given worthy students from Gardiner.

HERRICK SCHOLARSHIP—Endowed by the late Katherine Gardiner Herrick and by H. Adeliza Herrick of Lewiston, in memory of their parents, Samuel and Phebe H. Herrick, late of Northport, Me.

TARBOX SCHOLARSHIP—Endowed by Oren Cheney Tarbox, M.D., Bates '80, in honor of his parents, Rev. Moses H. and Mrs. Adrianna Weymouth Tarbox. Said scholarship to be applied for the aid of any deserving student, irrespective of age, color, sex or sect, preference being given, however, to a student contemplating the Christian ministry.

OSGOOD SCHOLARSHIP—Endowed by Col. Charles H. Osgood of Lewiston, and Amy Elizabeth Hunter of Car-

bondale, Pa., in honor of their father and mother, Henry A. and Elizabeth H. Osgood, for the benefit of some young man or woman from the State of Maine.

ALBINA ELIZABETH GOODSPEED SCHOLARSHIP—Endowed by Jessie L. Goodspeed, Gertrude C. Goodspeed, and Henry S. Goodspeed, of the city of New York, in memory of their mother,—preference in awarding the scholarship to be given to a woman student.

CLASS SCHOLARSHIP—Endowed by the Class of 1887, descendants of members of the class to have the preference, when possible, in the benefits from the scholarship.

ARTHUR SEWALL WHITEHOUSE SCHOLARSHIP—Endowed by the Class of 1875, in memory of their scholarly and beloved classmate, born August 25, 1853, died February 18, 1874.

CHARLES E. MOODY SCHOLARSHIP—Endowed by his sister, the late Frances S. Moody.

JOHN P. HILTON SCHOLARSHIP—Endowed by the late Mrs. Mary Hilton of Cambridge, Mass., in memory of her husband.

CLARA B. PERKINS SCHOLARSHIP—Endowed by the late Benjamin F. Perkins, of Bristol, N. H., in memory of his daughter.

LUCIA SPRING SCHOLARSHIPS—Five scholarships endowed by Miss Mary Isabella Corning, of East Hartford, Conn., in memory of her aunt, Miss Lucia Spring. These scholarships are primarily available for young women, but may be assigned to young men.

HERBERT L. BRADFORD SCHOLARSHIP—Endowed by his parents, Roscoe S. and Asenath J. Bradford, in memory of their son, Herbert Loring Bradford, who died in

1883 during the first term of his Freshman year at Bates,—for the benefit of a deserving young man.

HELEN HINKLEY SCHOLARSHIP—Endowed by the late Miss Helen Hinkley of Augusta, Maine, the preference, when possible, to be given some student from the Free Baptist Church in Augusta.

BEAL SCHOLARSHIP—Endowed by the late Mrs. Lurenda E. Beal in memory of her children, Alice Beal and Parker Beal, who were graduated from Bates College in 1891.

THE KNOWLTON SCHOLARSHIPS—Hon. Hiram Knowlton of Portland, Maine, has deposited with the Treasurer of the College \$3,000, the income of which sum is to be used, when under the stipulated conditions it shall become available, for the maintenance of the following scholarships:

*William and Mary Knowlton Scholarship*—To perpetuate the names of his parents.

*Sabrina Wood Knowlton Scholarship*—To perpetuate the name of his wife.

*William James Knowlton Scholarship*—To perpetuate the name of his son.

WEBER SCHOLARSHIPS—The trustees, under the will of the late Frederick E. Weber of Boston, Mass., have been given five thousand dollars for the maintenance of Weber Scholarships, for the benefit of needy and deserving students at Bates College. It is a condition of the gift that one-half of the income shall be added to the principal year by year; and that the remaining half only shall be used for the support of said scholarships.

JOSEPH S. RICKER SCHOLARSHIP FUND—A fund of \$10,000, the income of which is distributed in equal sums



among ten deserving women students—the beneficiaries to be selected, whenever practicable, from different counties in Maine.

**BRADSTREET FUND**—The late William W. Bradstreet of Gardiner, Me., established a Trust Fund of \$2,000, the income of which is to be used for the benefit of deserving students, under the direction of the President of the College, and in accordance with certain conditions specified in the trust.

**COE SCHOLARSHIP**—A scholarship of \$3,000, endowed by Thomas Upham Coe of Bangor, in memory of his brother, Eben Smith Coe. The income is awarded annually to the man in the Senior Class whose scholarship and conduct, during the previous three years of the course, have been the most meritorious. The award is made at the close of the Junior year.

**DANA ESTES SCHOLARSHIP**—A permanent scholarship of \$2,500, endowed by the late Dana Estes, A.M., of Boston, the income to be awarded annually to some needy and deserving student.

**HENRIETTA G. FITZ SCHOLARSHIP**—A scholarship of \$1,500, endowed by Mrs. Henrietta G. Fitz of Boston, the income to be awarded annually to some worthy graduate of Proctor Academy, Andover, N. H.

**JOHN BARTLETT KEZAR SCHOLARSHIP**—A scholarship of \$2,000 endowed by Mrs. Nancy M. H. Kezar, of San Francisco, in memory of her son. In awarding this scholarship preference is to be given to a deserving student from Turner, Me.

**NANCY CHASE EDGECOMB FUND**—Since the suspension in 1908 of Cobb Divinity School as a Department of Bates College and the incorporation of certain of its



courses with the work of the College there has been available "for and toward the maintenance and education" in the institution of "young men who are or who may be preparing themselves to preach the Gospel of Christ" and to engage in other kinds of Christian service, "and who need and who may need aid," the income of the Nancy Chase Edgecomb Fund. The amount of this income is at present about \$740 annually. It is distributed by the Committee on Scholarships under the conditions above stated.

MELLEN BRAY STUDENT LOAN FUND—From the estate of the late Mellen Bray, formerly of Newton, Mass., the College has received \$4,000, which is to constitute "The Mellen Bray Student Loan Fund." The income of this fund may be loaned at the discretion of the President of the College to needy and worthy students.

To be eligible for Scholarships, students must maintain an average rank in their college studies of 85 per cent. To be eligible for any other form of Student Aid, applicants must maintain an average rank in their college studies of 70 per cent., if Freshmen, and of 75 per cent., if Sophomores, Juniors, or Seniors. Applicants for Student Aid of any kind must be of good character, must totally abstain from the use of intoxicants and of tobacco, must be economical in all their expenditures and obedient to all College laws and regulations, and must furnish annually a correct statement of income and expenses.

Applications for aid, except from new students, must be filled out on blanks furnished for the purpose and returned to the President's office by June 1, each year. New students will be furnished, upon application, with appropriate blanks. These must be filled out and returned to the President's Office by October 15.

# Prizes

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## First—For General Scholarship

To a young man and to a young woman of the Junior Class, prizes of TEN DOLLARS each.

To a young man and to a young woman of the Sophomore Class, prizes of EIGHT DOLLARS each.

To a young man and to a young woman of the Freshman Class, prizes of SIX DOLLARS each.

## Second—For Excellence in Declamation

In the Second Semester—To a young man and to a young woman of the Freshman Class, prizes of TEN DOLLARS each.

In the First Semester—To a young man and to a young woman of the Sophomore Class, prizes of TEN DOLLARS each.

Senior Exhibition—By means of a Fund established in June, 1911, by Judge Oren Nelson Hilton, Bates 1871, of Denver, Colorado, a prize of THIRTY DOLLARS is available for the Senior whose part shall show the greatest excellence in thought, style, and delivery.

Commencement Week—To members of the Junior Class, one prize of SEVENTY-FIVE DOLLARS and one prize of TWENTY DOLLARS for original declamation.

## Third—For Excellence in English Composition

In the Second Semester—To a member of the Sophomore Class, a prize of TEN DOLLARS.

**Fourth—For Prescribed Courses in Reading**

At the close of the year a prize of **TWENTY DOLLARS** is presented to the member of the Freshman Class giving evidence of having obtained the best results from a prescribed course in reading.

**Fifth—For Excellence in Greek**

At the close of the first semester a prize of ten dollars each is presented by Rev. W. Bertrand Stevens, of New York City, to the young man in the Freshman Class, and to the young woman in the Freshman Class, who have done the best work in Greek.

**Sixth—For Excellence in Public Debate**

Second Semester—To a member of each division of the Sophomore Class, a prize of **TEN DOLLARS**.

Second Semester—The Champion Debate—Prizes amounting to twenty-five dollars; ten dollars for the best debate, and fifteen dollars to the best team. Six are chosen from the Sophomore Class to compete for these prizes.

Hon. F. M. Drew awards annually gold medals to men who win intercollegiate debates.

**Seventh—The Bryant Prize**

Through the generosity of Mr. W. H. H. Bryant of Boston, Mass., a prize of **FIFTY DOLLARS** will be awarded annually to the member of the Senior Class who shall prepare the best essay upon "Arbitration instead of War."

For the past year the prizes have been awarded as follows:

For General Scholarship—Louis Jordan, Helen M. Hilton, Maurice H. Taylor, Harriet M. Johnson, Alton W. Bush, Dora A. Lougee.

For Public Declamation in 1914—To the Freshman Class, Arthur L. Purinton, Elinor Newman; to the Sophomore Class, Perley W. Lane, Eleanor Richmond.

For Original Declamation, 1914—Leslie R. Carey, Ernest L. Saxton.

For English Composition—Harriet M. Johnson, 1916.

For Excellence in Greek—Waldo R. Caverly, Dora A. Lougee, 1917.

For Champion Debate, 1914—Harold J. Cloutman; best team, Harold J. Cloutman, Frank E. Kennedy, William W. McCann, Hazel A. Mitchell.

The Bryant Prize, 1914—James R. Packard.

The Coe Scholarship, 1914—(see p. 131)—Louis Jordan.

In the Intercollegiate Debate with Tufts College, the winning team consisted of Philip H. Dow, '14; George C. Marsden, '14; Earle A. Harding, '15.

In the Intercollegiate Debate with Colgate University, the losing team consisted of James R. Packard, '14; George B. Gustin, '15; Ernest L. Saxton, '15.

The members of the winning team received the F. M. Drew medals.

For special proficiency in the work of any department, a student may receive an honorary appointment as assistant in that work. Such appointments for the present year are as follows: Argumentation, Harold W. Buker, '16, and Harriet M. Johnson, '16; Biology, Paul R. Smith, '15; Chemistry, Earle R. Clifford, '15; Horace J. Davis, '15; Charles H. Higgins, '15, Louis Jordan, '15; Geology, Helen M. Hilton, '15, Louis Jordan, '15, and Ida F. Kimball, '15; English, Harold C. Abbot, '15, and Marion L. Cole, '15; History, Helen M. Hilton, '15; Latin, Frances V. Bryant, '15, and Harold B. Clifford, '16;

Mathematics, Charles H. Higgins, '15; Oratory, Leslie R. Carey, '15, and Marian G. Greene, '15.

The editors of the *Bates Student* for 1915 are Harold W. Buker, Harold B. Clifford, Ralph E. Merrill, Marion E. Hutchins, Harriet M. Johnson, Hazel A. Mitchell.

# STUDENTS

## Senior Class

NAME	RESIDENCE	ROOM
Abbot, Harold Charles	Dorchester, Mass. 36 Mountain Avenue	
Atwood, James Noah	East Sumner	12 R W H
Bassett, Mildred Sara	Rochester, N. H.	R H
Beane, Ruth Nettie	Norway	R H
Belleau, Adrienne Annette	Lewiston 343 Sabattus Street	
Brooks, Harry Walter	Randolph	10 P H
Bryant, Frances Violet	Richmond	R H
Carey, Leslie Roy	Ashland, N. H.	14 R W H
Chapman, Veva Marie	Auburn 30 Lake Auburn Ave., Auburn	
Clifford, Earle Robinson	South Paris	33 P H
Cole, Marion Ruth	Crystal, N. H.	R H
Crawford, Harold Calder	Jefferson Highland, N. H.	21 P H
Currie, Ida Beatrice	Fredericton, N. B. 159 Middle Street	
Davis, Horace Junkins	Rochester, N. H.	4 R W H
Dunn, Roscoe Loring	Auburn	17 R W H
Durgan, Mabel Cushing	Island Falls	R H
Fossett, Harlon Melvin	Gardiner	19 P H
Foster, Abbie Elizabeth	East Corinth	195 Oak Street
Greenan, John Thomas	Jersey City, N. J.	25 P H
Greene, Marian Gwendoline	Vinalhaven	W H
Gustin, George B.	Sabattus	21 R W H
Hale, Etta Izella	Bridgton	691 Main Street
Harding, Earle Atherton	Hemet, California	30 P H



Higgins, Charles Henry

Hilton, Helen May

Howard, Maude Harriette

Jewell, Winnifred Frances

Jewett, Herbert George

Jordan, Louis

Kimball, Ida Florine

Knight, Lewis Bert

Layton, Urban Henry

McAlister, Milton Vosmus

McCullough, William Welcome

Malone, Hannah Frances

Mansfield, Allan William

Manuel, William Frederick

Meador, James Laurence

Meador, Norman Daniel

Merrill, Gertrude Hersom

Merrill, Gladys Amelia

Mills, Una Mae

Morrell, Barbara Nichols

Moulton, Joseph Langdon

Mullen, Henry Pierce

Nash, Forest Sylvanus

Nevens, Viola Bliss

Page, Geneva Adelle

Perkins, Orman Clarence

Richardson, Norman Cushman

Rideout, Edith May

Roberts, Mary Lillian

Rosenbloom, Sarah

Saxton, Ernest Leroy

Seavey, John Stark

Small, Elmer Owen

Small, Ernest Libby

Smiley, Alma Velena

Smith, Camilla Hight

Auburn

43 Winter Street, Auburn

Machias 340 College Street

Lewiston 44 Wood Street

Merrimac, Mass. R H

Dexter 23 P H

Woodfords 9 R W H

Bath R H

Limestone 30 P H

Lisbon Falls Lisbon Falls

Eliot 80 Russell Street

Saugus, Mass. 19 P H

Ellsworth R H

Jonesport 14 P H

Houlton 25 P H

Rochester, N. H. 6 R W H

Rochester, N. H. 19 R W H

Gray C H

Auburn

143 Pleasant Street, Auburn

Concord, N. H.

112 Wood Street

Merrimac, Mass. R H

Buckland, Mass. I P H

Somersworth, N. H. 25 P H

Cambridge, Mass. 18 P H

Lewiston 40 Wood Street

Bucksport R H

Leeds Junction 36 P H

Hebron 21 R W H

Norway 148 Nichols Street

Lisbon Falls R H

Lewiston 210 Park Street

Meriden, Conn. 9 R W H

Plymouth, N. H. 36 P H

Bowdoinham

13 Hathorn Hall

Lewiston 240 College Street

Caribou 7 White Street

Westbrook R H

Smith, Frederick	Meredith Center, N. H.	
		6 R W H
Smith, Paul Rexford	Belfast	23 P H
Stephanis, Costas		32 R W H
Stuart, Annie Greenleaf	Lewiston	81 Elm Street
Swift, Bradford Elmer	Lewiston	6 Frye Street
Talbot, George Keating	Gardiner	17 P H
Thomas, Arnold Francis	Winthrop	9 P H
Tilton, Gladys Louise	Somersworth, N. H.	R H
Tucker, Bethania	South Orange, N. J.	M H
Wadsworth, Mary Esther	Gardiner	R H
Walsh, Cecilia Frances	Lewiston	8 Wood Street
Webber, Elmer Harrison	Mount Vernon	
		194 East Avenue
Whitmarsh, Ethel	Pepperell, Mass.	M H
Wight, Howard Marshal	North Bridgton	2 P H
Witham, Kenneth Farwell	South Paris	I P H
Wood, Elizabeth May	Lewiston	186 Blake Street

## Junior Class

NAME	RESIDENCE	ROOM
Adams, Mellen Vinton	Belgrade	24 P H
Benjamin, Esther Marguerite	Riverhead, N. Y.	R H
Benvie, Frank William	Danvers, Mass.	17 R W H
Blanchard, Thomas Harold	Gardiner	17 P H
Boothby, Richard Perkins	Lewiston	
Boyd, William	256 College Street Norwich, Conn.	17 P H
*Brackett, Vernon Kilby	Milbridge	
Bradbury, Margie Miller	Biddeford	R H
Bridgham, Marion Frances	Auburn	Auburn
Bryant, Agnes	Chester, Vt.	R H
Buker, Harold Wilder	Contoocook, N. H. 133 College Street	
Cartland, Laurence Winslow	Saco	20 P H
Chapman, Annie Enola	Kezar Falls	R H
*Clark, Ella Gertrude	Norway	
Clifford, Harold Burton	Winthrop	431 Main Street
Cummings, William Hiram	Auburn	29 P H
Doe, William Earnest	Deerfield Center, N. H. 28 Frye Street	
Dolloff, George Ronello	Wiscasset	51 P H
Drew, Harold Delbert	Patten	35 P H
Emerson, Aura Bell	Roxbury, Conn.	C H
Farnham, Ruth Stevens	Richmond	C H
Farris, Nancy Barbara	Mechanic Falls	C H
Folsom, Annie Lora	Lewiston	8 Cottage Street
Fuller, Carleton Stuart	North Turner	.19 P H
Gibbs, Charles Shelby	Rangeley	142 Wood Street
Girouard, Marguerite Burke	Lewiston	91 Pine Street
Goba, John	Poughkeepsie, N. Y.	50 P H
Googins, Mabel Gertrude	Portland	R H
Gray, Fred Clifton	Rochester, N. H.	32 P H

*Greene, Robert Alvan	Vinalhaven	
Gregory, Alma Frances	Franklin, Mass.	M H
*Grover, Merle Fred	Charleston	
Harding, Agnes Ellen	Auburn	
	6 Hampshire Street, Auburn	
Harriman, Irving Russell	Bethel	142 Wood Street
Hayden, Amy Gladys	Bradford, Mass.	R H
Hodnett, Mona Pearl	Danforth	R H
Hollis, Truman Wilson	Auburn	
	69 Western Avenue, Auburn	
Hood, Bernice Elva	Auburn	
	11 Manley Street, Auburn	
Hooper, Florence May	Gorham	R H
Hutchins, Marion Elizabeth	Portland	340 College Street
Jewers, Sybil Isabel	Eastport	C H
Johnson, Harriet Moses	Bath	40 Mountain Avenue
Johnson, Henry Peter	Stetson	16 P H
Kane, Harlene Martha	Spencer, Mass.	R H
Keaney, Allan Jay	Dorchester, Mass.	13 P H
Kelley, Sarah Hazel	Lowell, Mass.	301 Pine Street
Keneston, Shelton Egbert	Norwich, Conn.	
	101 Wood Street	
King, Alice Gertrude	Tilton, N. H.	R H
Knowles, Eleanor Grace	Bangor	R H
Lawrence, Elmer Walcott	Wood's Hole, Mass.	20 P H
Leighton, Jessie Aurelia	Wilton	R H
Lord, George Edward	Patten	26 P H
McCann, William Webster	Mechanic Falls	9 P H
Marston, Bonnie Oliver	Lewiston	173 Oak Street
Marston, Elizabeth Farwell	Auburn	
	124 Winter Street, Auburn	
Merrill, Ralph Edward	Patten	35 P H
Miner, Howard Root	Whitefield, N. H.	36 P H
Mitchell, Hazel Alma	Auburn	
	143 High Street, Auburn	
Moor, Sarah Alice	Lynn, Mass.	R H
Moore, Ernest Merrill	Gardiner	11 P H
Moulton, George Burleigh	Buckland, Mass.	I P H
Mower, Gladys Louise	Melrose, Mass.	C H

Murphy, Maud Gladys	Merrimac, Mass.	R H
Nelson, Florence Althea	Rumford	R H
Nichols, Paul Frothingham	Ashburnham, Mass.	51 P H
Nutting, Laurence Tracy	East Wilton	31 R W H
Oakman, Walter Frank	North Marshfield, Mass.	2 P H
O'Connell, Maurice Winthrop	Roxbury, Mass.	11 R W H
Parker, Albert Cushman	Gorham	12 P H
Parker, Ruth Leah	North Windham	C H
Pickard, Guy Allen	Lewiston	244 Oak Street
Pidgeon, Edwin Francis	Cambridge, Mass.	22 P H
Pinkham, William Dwight	Lewiston	151 Nichols Street
Piper, Ethel Charlotte	Biddeford	R H
Rankin, Clark Colby	Mechanic Falls	28 P H
Rankin, Charles Stephens	Mechanic Falls	28 P H
Robertson, Hildred Ellen	Rangeley	R H
*Rowley, Philip William	Gloucester, Mass.	
Russell, Alice Hall	Gorham	R H
Russell, Dana Merrill	East Gray	34 P H
Sanford, LeRoy Benjamin	Bethlehem, Conn.	17 R W H
Smith, Annie Lucas	Portland	R H
Snow, William Franklin	Durham	24 P H
Spaulding, Frederic Henry	Norridgewock	32 R W H
Stevens, Marjorie Eliza	Lewiston	167 Holland Street
Stillman, Raymond Durgin	Saco	16 P H
Stinson, Parker Burroughs	Wiscasset	13 P H
Swett, Francis Huntington	Norway	142 Wood Street
Swicker, Victor Calvin	Townsend, Mass.	32 P H
Syrene, Harry Nathaniel	Worcester, Mass.	20 P H
Taylor, Maurice Holway	Lewiston	476 College Street
*Thompson, Amy Adwyna	Biddeford	
Thompson, Agnes Melissa	Farmington, N. H.	R H
*Thompson, Louine Adele	South Portland	
Thurston, Cleveland	Newcastle	40 P H
Tibbetts, Margarita Elizabeth	Brooklyn, N. Y.	
Townsend, Erland Seward		132 Nichols Street
Tucker, Elmer Woodbury	Cumberland Center	26 R W H
Tuttle, Roy Melvin	Litchfield	34 P H
Vining, Roscoe Howard	Lisbon Falls	4 J B H
	Tilton, N. H.	29 Union Street

Wakefield, Roland Adell	Auburn	
	470 Court Street, Auburn	
Warren, Flora May	Gorham	R H
Wentworth, Clarence Leavitt	Limerick	36 R W H
White, Elizabeth Florence	Lewiston	13 Oak Street
Woodman, Orlando Charles	Woodfords	32 P H
Worth, Orrie Ermina	Freedom	R H

\*Absent during the year.



## Sophomore Class

NAME	RESIDENCE	ROOM
Ackley, Marie Vesta	Bowdoinham	Lisbon
Allen, William	Lisbon Center	
	Lisbon Center	
Bacon, Theodore Eaton	New Hampton, N. H.	
		29 R W H
Ballard, James Robert	Limestone	8 P H
Bennett, Ethel May	Sanford	M H
Berry, Grace Elizabeth	Alton, N. H.	M H
Blaisdell, Joseph Everett	Oakland	16 P H
Boisoneau, Ralph Charles	Putnam, Conn.	19 R W H
Bright, Karl Aubrey	Franklin, Mass.	12 P H
Burnett, Agnes Esther	Milford, N. H.	M H
Bush, Alton Williams	Athens	6 P H
Butler, John Joseph	Malden, Mass.	15 P H
Campbell, Hazel Violet	Port Jervis, N. Y.	M H
Capen, Ruth	East Boothbay	32 Frye Street
Carpenter, Frederic James	Littleton, N. H.	35 R W H
Caverly, Waldo Reed	Corinna	18 Golder Street
Chayer, Charles Cleveland	Lyndon, Vt.	27 R W H
Chayer, Ethel May	Lewiston	53 Park Street
Cleaves, Mary Lawrence	Ossipee, N. H.	W H
Coady, Conrad George	Patten	31 P H
Connors, Edward Harold	Gardiner	11 P H
Cloutman, Harold Joseph	Conway, N. H.	9 P H
Corcoran, John Frank	Norwich, Conn.	31 P H
Crooker, Homer Elbridge	Bryant Pond	24 R W H
*Currier, George Franklin	Dexter	
*Currier, Vina Judith	Dexter	
Davis, Sumner Mills	South Paris	14 P H
DeWever, James	South Gardiner	22 P H
Dickey, Ralph Clark	Augusta	23 P H
Dresser, Burtra Beryl	Lewiston	793 Main Street
Dunlap, Genevieve	Bowdoinham	M H

Dyer, Arthur Alfred	Washington, D. C.	33 R W H
Elwell, Ernest Albert	West Buxton	27 P H
Fales, Elton Horace	Lewiston	3 Shawmut Street
Farnsworth, Julia	Jonesport	120 College Street
Fiske, Roger Baxter	Topsfield, Mass.	27 P H
French, Harriett Stevens	Auburn	
	123 Winter Street, Auburn	
Gay, Douglas Merrill	East Granby, Conn.	
	18 Frye Street	
Goodwin, Harry Samuel	Union, N. H.	28 Frye Street
Gould, Sherman Jewett	New Portland	
	173 Wood Street	
Greene, Carroll Owen	Vinalhaven	38 P H
Green, Esther Marie	Vinalhaven	20 Cottage Street
Green, George Ellison	Lisbon Falls	41 P H
Gregg, Lottie Pertis	Lewiston	111 Wood Street
Harvey, Albert Burnham	Dover	4 R W H
Hatch, Clarence Randolph	Plymouth, N. H.	45 P H
Hinton, Herbert Ernest	Providence, R. I.	14 R W H
Hopkins, Smith Burns	Vinalhaven	34 R W H
House, George Webster	Lincoln	34 R W H
Hunt, Arline Merrill	Gray	318 Main Street
Jackson, Clarence Maurice	Guilford	68 Wood Street
Jameson, Pauline Fuller	Colebrook, N. H.	M H
Johnson, Bernard Stanley	Auburn	
	29 School Street, Auburn	
Johnson, William Ernest	Ansonia, Conn.	27 R W H
*Knowles, Sylvester Bishop	Lubec	
Lane, Perley Wise	Milford, Mass.	27 P H
Lawry, Alice Evelyn	Vinalhaven	C H
Leach, Elsie Anne	New Bedford, Mass.	M H
Leslie, Madge Campbell	Auburn	
	24 High Street, Auburn	
Lewis, Ruth Lincoln	Bridgton	C H
*†Littlefield, Perley Clarence	Rochester, N. H.	
Lougee, Dora Aileen	Lewiston	141 Nichols Street
Lundy, Kathryn Ormiston	Port Jervis, N. Y.	M H
MacDonald, Irene Keeler	Portland	52 Wood Street
McCann, Julia Peables	Auburn	
	122 Goff Street, Auburn	

McDonald, Frank Edward	Uxbridge, Mass.	28 P H
*McKeen, John Henry	West Paris	
Manchester, Evelyn May	Northeast Harbor	M H
Mills, Elmer Haskell	Bolsters Mills	31 P H
Millsbaugh, Ruth	Port Jervis, N. Y.	M H
Mitchell, Helen Staples	Buckfield	
	184 Gamage Avenue, Auburn	
Moody, Ruth	Wells	M H
*Moreau, Emily Dionne	Presque Isle	
Morton, William Sargent	Conway, N. H.	11 R W H
Nelson, Laura Augusta	Mechanic Falls	
	Mechanic Falls	
Newman, Elinor	Augusta	R H
O'Brien, Malcolm Bryan	Hebron	21 P H
Oliver, Chester Bradford	Winnegance	24 Frye Street
Paine, Ida Bess	Lisbon Falls	C H
Peables, Bernard Laurence	Auburn	
	7 High Street, Auburn	
Pedbereznak, Joseph Andrew	Ansonia, Conn.	P H
Pendelow, George Thorpe	Ansonia, Conn.	4 P H
*Peterson, Edwin Thomas	Dorchester, Mass.	
Purinton, Arthur Leonard	Lewiston	4 R W H
Purinton, Roland Earle	Bowdoinham	4 P H
Richmond, Eleanor	Dover, N. H.	R H
Rollins, Ruth Elizabeth	Lewiston	160 Ash Street
Sceles, Eleanor Garland	Portland	377 Main Street
Scott, William Michael	Lewiston	88 Shawmut Street
Seavey, Hazel Linnie	Calais	229 Oak Street
*Shaw, Edward Silas	Auburn	
Sherman, John Lester	Norwood, R. I.	35 R W H
Skinner, Ruth Angela	Auburndale, Mass.	M H
Slade, Milton Arthur	Chelsea, Mass.	2 R W H
Smith, Celia Frances	Hallowell	M H
*Smith, Eugene Frank Everett	Lubec	
Stone, Carl Raymond	Lisbon Falls	12 R W H
Sturgis, Ruth Leighton	Portland	M H
Sullivan, James Herbert	Houlton	29 P H
Thissell, Philip Earl	Lowell, Mass.	18 P H
Thompson, Laurence Oran	Wales	31 R W H
True, Frances Hazel	New Portland	M H

Turner, Adin Sharon	Jefferson	24 R W H
Upham, Ernest Francis	North Ashford, Conn.	
	68 Wood Street	
Von Tobel, Christian Herbert	Tremont, Ill.	2 R W H
Webb, Philip Raymond	Portland	4 P H
*Webster, Millard Duston	Berwick	
Wellman, Marion Josephine	Lewiston	9 Arch Avenue
*Weymouth, Ethel Marion	North Berwick	
White, Mary Alma	Topsham	74 Russell Street
Wiggin, Morton Hayes	East Barrington, N. H.	43 P H
Wills, Esther Gertrude	Lewiston	143 Horton Street
Winslow, Chester Tripp	Webbs Mills	29 P H

\*Absent during the year.

† Provisional candidates for a degree.

## Freshman Class

NAME	RESIDENCE	ROOM
Bailey, Evelyn Mae	Brunswick	
	223 Sabattus Street	
Baker, Lewis Albert	Kennebunkport	16 J B H
Ballard, Cora Blanche	Fryeburg	W H
Barrow, Birtill Thomas	Boston, Mass.	27 R W H
Barton, Dorothy Perry	Auburn	
	46 Western Avenue, Auburn	
Blackinton, Frank Henry	Chester Depot, Vt.	
	143 Wood Street	
Boober, Raleigh Barton	Lee	45 P H
Boothby, Helena Mae	Clinton	R H
Boutelle, Horace Reginald	Amherst, N. H.	
	179 College Street	
Brewer, Annie May	Freeport	W H
Burr, Beatrice Goulding	Springvale	R H
Canfield, Herbert William	East Rochester, N. H.	54 P H
Carter, Clifford Vinal	Ellsworth	24 J B H
Cate, Ray Borden	Dresden Mills	6 P H
Chamberlain, Frank Edward	Portland	38 P H
Chapman, Ruth Mowry	Shelburne Falls, Mass.	R H
Clark, Helen Salome	Bolster's Mills	C H
Clifford, Stephen Parsons	South Paris	33 P H
Clough, Florence Emery	Nashua, N. H.	R H
Coleman, Julian Dorster	Saylesville, R. I.	33 R W H
†Creelman, Fred Norman	Suffield, Conn.	47 P H
Cunningham, Frank	Sherman Station	39 P H
Davidson, William Joseph	Gardiner	10 P H
Davis, Donald Walter	Auburn	17 J B H
DeWolfe, Hilda Hazel	Medford, Mass.	W H
DeWolfe, Ralph Waldo	Medford, Mass.	
	200 College Street	
Doe, Arthur Whittier	Deerfield Center, N. H.	
	28 Frye Street	

Donald, Ralph Allen	Shirley	47 P H
Drake, Martha Emma	Pittsfield	R H
Dresser, Ruth Elinor	Berlin, N. H.	R H
†Duffett, Simeon Lester	South Framingham, Mass.	21 J B H
Duncan, George James	Gardiner	42 P H
Dyer, Robert Jean	Turner	12 J B H
Ebbett, Raymond Vincent	Caribou	
Edgecomb, Charles Freeman	South Limington	
Emerson, Irma Hazeldean	Auburn	143 Wood Street
Faller, Ruth Mathilda	103 Davis Avenue, Auburn	
Findlen, Mabel Catherine	Thomaston, Conn.	Bearce Avenue
Fish, Freda	Fort Fairfield	W H
Fitts, Clara Emma	Turner Center	R H
Fogg, John Martin	Hampstead, N. H.	W H
Fogg, Marion Bernice	East Hebron	
Fowler, Roy Ulrich	Portland	166 Blake Street
Frost, Ruth	Island Falls	26 P H
†Frost, Lawrence Gordon	Auburn	
Garland, Richard Foss	94 Gamage Avenue, Auburn	
George, Ralph William	Concord, N. H.	21 J B H
Gleave, Harold Webster	Gorham	18 Frye Street
Goodwin, Virgil Herbert	Rockland	25 J B H
Googins, Frank James	Whitefield, N. H.	13 J B H
Gould, Clarence Nelson	Lincoln	49 P H
Gould, Ralph Bernard	Portland	17 J B H
Graham, Agnes Woolley	Greene	12 J B H
Green, Joseph Arthur	Wilton	24 J B H
Haggett, Ethel Mae	South Bridgton	W H
Hall, James Haviland Smith	Lisbon Falls	41 P H
Hall, Mary King	Auburn	
Harvey, Alice Myrtle	92 Tenth Street, Auburn	
Haskell, Alfreda Maria	New Rochelle, N. Y.	J B H
Haskell, Doris Marion	Buckfield	R H
Herbst, Paul Anthony	Foxcroft	R H
	Oxford	W H
	Augusta	W H
	Lewiston	37 Nichols Street



Hobbs, Walden Porter	Allston, Mass. 237 Oak Street
Holmes, Fred	Center Barnstead, N. H.
	9 J B H
Hopkins, Donald Wheeler	Greenfield, N. H.
	179 College Street
Hussey, Evelyn May	Leominster, Mass. R H
Hussey, Mary Elizabeth	Manchester, N. H. C H
Hutchinson, Gladys Louise	North Dexter R H
Ingersoll, Doris Faye	Cumberland Mills R H
Jacobs, Mary Hawes	Portland 151 Nichols Street
Judkins, Carol Ellen	Lisbon Lisbon
Junkins, Mildred Bell	Milford, N. H. W H
Keirstead, Edith Sophia	Lewiston
	College Commons, Lewiston
Kempton, Donald Eugene	Haverhill, Mass. 23 J B H
Kennison, Paul Hartwell	Brownville 15 J B H
Kneeland, Dexter	Lincoln 49 P H
Knight, Elton Edgecomb	Turner Center 14 J B H
Lamson, George Carroll	Pittston 34 P H
†Lane, Willis Linwood	Richmond 429 Main Street
Leathers, Annie Lilian	Lewiston 247 College Street
Lawrence, William Fuller	Leominster, Mass. 26 J B H
Lemar, Joseph Norman	Gardiner
Libby, Mabel Lois	West Pownal
	9 Maple Street, Auburn
Losier, Amy Alice	Oxford W H
McCann, Genevieve Beatrice	Portland W H
McIntire, Myrtle Mildred	Fryeburg W H
Mansfield, Laura Helen	Jonesport W H
Manter, Keturah Houghton	Anson M H
Martin, Mary Anna	Franklin, Mass.
Moore, Nellie Ladd	Madison M H
Mitchell, Eddie	Patten 26 P H
Morrill, Everett Wakefield	Auburn
	178 Cook Street, Auburn
Morrison, Annie Jane	West Groton, Mass.
	103 High Street
Moulton, Edward Bailey	Auburn
	117 High Street, Auburn
Murray, Francis Dennis	Franklin, Mass. 12 P H

Oakes, Marjorie Grace	Rangeley	R H
Packard, Charles Earl	Carmel	26 J B H
Palmer, Harold Haven	Patten	48 P H
Parsons, Fred Anthony	Patten	48 P H
Patterson, Charlotte Jane	Gardiner	32 Ware Street
Peacock, Elsie Arlene	Gardiner	32 Ware Street
Pennell, Gladys May	Auburn	
	268 Main Street, Auburn	
Phelan, Martin Goulding	Sabattus	
Phillips, Esther	Winsted, Conn.	C H
Quackenbush, Dyke Lewis	Natick, Mass.	
	143 Wood Street	
Quimby, Frank Brooks	North Turner	14 J B H
Randall, Agnes Muriel	Berwick	R H
Renwick, Earle Bingham	Dorchester, Mass.	
	237 Oak Street	
Richardson, Lynn Sumner	Franklin, N. H.	23 J B H
Roberts, Herbert Chidsey	Shelton, Conn.	13 J B H
Robinson, Inez Margaret	Island Falls	W H
Ross, Robert Laurence	Biddeford	16 J B H
Ryerson, Stanley Moulton	Auburn	
	147 Lake Street, Auburn	
Schafer, Miriam Lucile	Kingfield	W H
Segal, Israel	Lewiston	113 Bates Street
Severance, Ruth May	Saco	R H
Shattuck, James Pascal	Andover, Mass.	35 P H
Shaw, George Weyman	Blaine	
Smith, Etta Ruth	Bridgton	W H
Snowe, Guy Reuben	Litchfield	54 P H
Stone, Helen Marguerite	Leeds Junction	
	Leeds Junction	
Splann, James Herbert	Guilford	143 Wood Street
Spratt, Stanley Ward	Woonsocket, R. I.	
	429 Main Street	
Steady, Edward Ward	Berlin, N. H.	
	179 College Street	
Steady, Kenneth Ralph	Berlin, N. H.	
	179 College Street	
Stettbacher, Henry John	Ansonia, Conn.	40 P H

Stevens, Donald Bartlett	West Somerville, Mass. 6 Frye Street
Stimpson, Don Hallowell	Patten 39 P H
Strout, Harold Arthur	Auburn 14 Pine Street, Auburn
Swett, Donald Benjamin	Grasmere, N. H. 15 J B H
Swift, David Brewster	Marshfield Hill, Mass. 2 P H
Taylor, Hazen Stanley	Deer Isle 43 P H
Thurston, Cecil Alancey	Pittsfield P H
Tims, George Peel	Gooding, Idaho 30 P H
Tinker, Mildred Stanley	Auburn 102 Spring Street, Auburn
Tolman, Orey Alvah	Rockport 25 J B H
Townsend, Myron Thomas	Cumberland Center 26 R W H
Tracy, Helen Cecelia	Lewiston 14 Bridge Street
†True, Howard Dexter	Phillips 8 P H
Wheeler, Mildred Gladys	Lewiston 5 Shawmut Street
White, Marjorie	Newport W H
White, Merton Curtis	Jonesport 14 P H
Wilbur, Hubert Ray	Fall River, Mass. 6 Frye Street
Witham, Lewis Winfield	Biddeford 142 Wood Street
Woodcock, Karl Stanley	Thomaston 9 J B H
Wilson, Edward Kenneth	Bowdoinham 8 P H
Wright, Blanche Leavitt	Milford, N. H. W H

† Provisional candidates for a degree.

## Special Course

NAME	RESIDENCE	ROOM
Arata, Charles Philip	Bar Harbor 427 Main Street	
Bunker, James Preston	Northeast Harbor 427 Main Street	
Byras, George Nicholas	Bowdoinham	37 P H
Curtin, John Richard	Wayland, Mass.	11 P H
Despins, Fernand	Lewiston 94 Horton Street	
Dorr, Alton Andrew	Cherryfield 87 Wood Street	
Hamlin, Norman William	Otisfield	10 P H
Irish, Burton Walter	Turner	4 J B H
Johnston, Fred Robie	Masardis	13 P H
Kerr, George Ropes	Medford, Mass.	P H
Lowell, William Arthur	Lewiston 92 College Street	
Neville, John Thomas	Malden, Mass.	15 P H
Neville, William Maurice	Malden, Mass.	22 P H
Osgood, William Carroll	Gray	P H
Reed, Payson Hollis	West Dresden	6 P H
Stockford, Melville	Sabattus	37 P H
Weber, Edwin Fraser	Boston, Mass.	36 R W H

## Summary

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H H—Hathorn Hall	R H—Rand Hall
R W H—Roger Williams Hall	C H—Cheney House
P H—Parker Hall	M H—Milliken House
J B H—John Bertram Hall	W H—Whittier House

## Graduates of 1914

---

Adams, Edith  
Allen, Lloyd Carroll  
Andronis, Nicholas  
Barrow, Elwyn Greaves  
Beek, Charles Herbert  
Blethen, Helena Horton  
Chapman, Clara Augusta  
Clapp, Harold Bertell  
Coady, Kempton Joseph  
Cobb, Percy Chadwick  
Cooper, Herbert Almon  
Cox, Lyman Prescott  
Crandlemire, Halliberton  
Danahy, John Henry  
Davis, Leon Edward  
Dow, Philip Huse  
Downs, Helen Jane  
Drake, Eugene Henry  
Drumm, Enos Michael  
Dunham, Louise Sargent  
Dunlap, Vining Campbell  
Dyer, Clarence Albert  
Eldridge, Rich Phillips  
Estey, Rebecca Jane  
Fales, Edith Gertrude  
Foss, Helen Elizabeth  
Freese, Carrie Mae  
Garcelon, Mona Cobb  
Gatto, Vincent  
George, Edith Adeline  
(as of the Class of 1913)  
Goodhue, Herbert Warren  
Hadley, Charles Elmer  
Hadley, Nellie Louise  
Haggerty, Jasper Charles  
Ham, Lloyd Blinn  
Hamilton, Herbert Warren  
Hill, James Frank  
Humiston, Helen Ensworth  
Hussey, Arthur Burton  
Judkins, Elsie Elizabeth  
Kierstead, Fred Harold  
Lee, Karl Dayton  
Lindquist, Richard Leonard  
Lord, Marion Emma  
Lougee, Flora Marion

McCann, Harriet Lucy  
McCarthy, Ellene Leo  
McDaniel, Bertha May  
Marsden, George Charles  
Morey, Ruth Mildred  
Moulton, Onsville Joshua  
Neal, Clara Bertha  
Nevers, Hazen Rainsford  
Nichols, Mary Elizabeth  
Norton, Dora Maude  
O'Connell, Lawrence Raymond  
Packard, James Roy  
Paige, Mildred May  
Parker, Royal Bradbury  
Partridge, Donald Barrows  
Patten, Bessie May  
Pease, Helen Frances  
Pierce, Edna Walker  
Rawson, Shirley Jay  
Redman, Floyd Alton  
Rowell, Etta May  
Ryder, Mildred May  
Sanborn, Marion Rae  
Sargent, Rachel Louisa  
Schubert, Arthur  
Segal, Rebecca  
Shores, Venila Lovina  
Small, William Drew  
Smith, Harold Morrison  
Stinson, Roy Albert  
Sturtevant, Geneva Whitman  
Sullivan, Louis Robert  
Swasey, Guy Henry  
Sylvester, Laurance Bray  
Sylvester, Ruth Bartlett  
Tabor, Aubrey Wintworth  
Tash, Dora Clark  
Tomblen, Robert Lucius  
Townsend, Clarence Cobb  
Wandtke, Alice Anna  
Ward, Gladys Irene  
Warren, Wilbert Scamman  
Whittemore, Bertha  
Wilson, Harold Alvan  
Woodman, Lawrence Chauncey



## Commencement Honors

---

### In Language and Literature

Nicholas Andronis  
James Roy Packard  
Harold Morrison Smith  
Helen Elizabeth Foss  
Harriet Lucy McCann  
Rachel Louisa Sargent

### In Philosophy

Karl Dayton Lee  
George Charles Marsden  
Wilbert Scamman Warren  
Louise Sargent Dunham  
Edith Gertrude Fales  
Mildred May Paige

### In Science

Lloyd Blinn Ham  
Herbert Warren Hamilton  
Arthur Burton Hussey  
Clara Augusta Chapman  
Flora Marion Lougee  
Etta May Rowell

### A.M., *causa honoris*

Harry Cochrane  
Ernest Nichols, M.D.  
Isaac A. Smith

### Litt. D.

Mrs. Laura E. Richards  
Miss Grace P. Conant, '93

### D.D.

Rev. Joshua M. Frost  
Rev. George H. Hamlen, '90  
Rev. Arba J. Marsh, '94

### LL.D.

William T. Haines

## Bates Alumni Associations

---

### General Association

President, Henry W. Oakes, '77, Auburn, Me.

First Vice-President, Charles W. Cutts, '88, Merri-  
mac, Mass.

Second Vice-President, Herbert V. Neal, '90, Med-  
ford, Mass.

Third Vice-President, George H. Libby, '89, Man-  
chester, N. H.

Secretary-Treasurer, John L. Reade, '83, Lewiston,  
Me.

Executive Committee, Harold A. Allan, '06; Mrs.  
Charles Jenney, '90; M. C. Smart, '79.

### Boston Association

President, Frank W. Chase, '87, Newtonville, Mass.

Vice-President, Herbert V. Neal, '90, Medford, Mass.

Secretary, Richard B. Stanley, Esq., '96, 35 Congress  
Street, Boston, Mass.

Assistant Secretary, John H. Powers, '10.

### New York Association

President, A. F. Gilmore, '92, 100 Washington  
Square, New York, N. Y.

Secretary, Hoyt H. Tucker, Newark, N. J.

Treasurer, G. W. Thomas, Esq., '96, 100 Broadway,  
N. Y.

**Cheney Club**

President, Clinton P. Sanborn, '81, Hooksett, N. H.

Vice-President, Fred M. Buker, '89, Contoocook, N. H.

Secretary, Annie S. Marston, '11, Manchester, N. H.

**Stanton Club**

President, Lester L. Powell, '00, Saco, Me.

Vice-President, J. F. Fanning, '93, Portland, Me.

Secretary, L. M. Sanborn, Esq., '92, 57 Exchange Street, Portland, Me.

**Connecticut Valley Association**

President, Stanley E. Howard, '10, South Hadley, Mass.

Secretary-Treasurer, Mrs. Alice Sands Stockwell, '04, Hartford, Conn.

**Rhode Island Association**

President, Chesman C. Spratt, '93, Woonsocket, R. I.

Secretary-Treasurer, Leroy G. Staples, '00, Warren, R. I.

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Entered at the Post Office at Lewiston, Maine, as second-class mail matter, under the provisions of the Act of July 16, 1894.

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# BATES COLLEGE

BULLETIN

THE LIBRARY  
OF THE  
UNIVERSITY OF ILLINOIS

## CATALOGUE

1915-1916



Thirteenth Series

Number 1

December 1, 1915

Lewiston, Maine

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# BATES COLLEGE

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1915-1916

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## JULY

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# CALENDAR

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1915

Sept. 21-22	Examinations for Admission to College Tuesday and Wednesday, 8.30 A.M., 1.30 P.M.
Sept. 23	First Semester began 8.40 A.M. Prayers. Registration Thursday
Nov. 1-12	Sophomore Preliminary Public Speaking 1.30 P.M.
Nov. 13	Prize Division 2.00 P.M.
Nov. 15	Tuition due
	Thanksgiving Recess from 12.00 M., November 24 to 12.00 M., November 29
	Christmas Recess from 12.00 M., December 22, 1915 to 7.40 A.M., January 6, 1916

1916

Jan. 12-28	Sophomore Debates 2.00 P.M.
Jan. 27	Day of Prayer for Colleges Thursday
Feb. 2-9	Midyear Examinations
Feb. 10	Second Semester begins: 7.40 A. M.
Feb. 22	Washington's Birthday Tuesday
Feb. 22-Mar. 3	Freshman Public Speaking 1.30 P.M.
March 5	Prize Division 2.00 P.M.
March 15	Tuition due
March 16	Senior Exhibition Thursday, 7.45 P.M.
	Easter Recess, from 12.00 M., March 22 to 7.40 A.M., April 6
May 30	Memorial Day Tuesday
June 7	Examinations at Preparatory Schools
June 14	Junior Exhibition Wednesday, 7.45 P.M.
June 15	Last Chapel Thursday
June 15	Ivy Day Exercises Thursday
June 16-23	Final Examinations
June 25	Baccalaureate Exercises Sunday, 3.30 P.M.
June 26	Alumni Night Monday, 8.00 P.M.
June 27	Annual Meeting of the Corporation Tuesday, 9.00 A.M.
June 27	Class Day Exercises Tuesday, 2.30 P.M.
June 27	Annual Meeting of the Alumni Tuesday, 4.00 P.M.
June 27	Illumination of College Campus Tuesday, 7.45 P.M.



June 28	Commencement	Wednesday, 10.00 A.M.
June 28	President's Reception to the Graduates	Wednesday, 8.00 P.M.
Sept. 19-20	Examinations for Admission to College	Tuesday and Wednesday, 8.30 A.M., 1.30 P.M.
Sept. 21	First Semester begins: 8.40 A.M.	Thursday
Oct. 30-Nov. 10	Sophomore Preliminary Public Speaking	1.30 P.M.
Nov. 11	Prize Division	2.00 P.M.
Nov. 15	Tuition due	
	Thanksgiving Recess, from 12.00 M., November 29 to 12.00 M., December 4	
Dec. 20	Christmas Recess begins	

• *Office Hours*

The President, Roger Williams Hall, 2.00 P.M.-4.00 P.M.

Dean of Women, Rand Hall, 8.30 A.M.-9.30 A.M., 12.00 M.-12.30 P.M., 1.00 P.M.-1.30 P.M., daily; 3.30 P.M.-4.30 P.M., Mondays; 11.00 A.M.-12.00 M., Thursdays.

The Assistant Treasurer, Roger Williams Hall, 9.00 A.M.-11.00 A.M., 12.15 P.M.-2.15 P.M.

The Registrar, Roger Williams Hall, 8.30 A.M.-12.00 M., 1.30 P.M.-4.30 P.M.

The Y. M. C. A. Secretary, Roger Williams Hall, 10.00 A.M.-11.30 A.M., 1.00 P.M.-3.00 P.M.

# GENERAL INFORMATION

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## FOUNDATION

Bates College grew out of the Maine State Seminary, chartered in 1855. In 1862 sixteen young men in this school petitioned the Trustees to provide facilities for collegiate instruction. In the fall of 1863 the first Freshman class was admitted, and in the winter of 1864 a new Charter was secured, and Maine State Seminary became Bates College. The name Bates College was given by the Trustees in grateful acknowledgment of the generosity of Mr. Benjamin E. Bates of Boston, Mass., one of the founders of the city of Lewiston. Mr. Bates had taken a warm interest in the Seminary, and it was his encouragement, with a subscription in 1863 of \$25,000, which led to its development into the College. To this sum he subsequently added \$75,000. Mr. Bates died in 1877. Other friends have generously aided the institution, but none of their benefactions have surpassed in amount the gifts of Mr. Bates.

Lewiston, in which the College is situated, is the second city in population in Maine, having thirty thousand inhabitants. It is on the east bank of the Androscoggin, thirty-five miles northeast of Portland. It is connected by four bridges with Auburn, a city with sixteen thousand inhabitants, on the opposite bank of the river. The two cities are among the most enterprising and progressive in the East. Many of their public buildings are exceptionally beautiful and substantial. Their excellent public schools are constantly bringing to the two cities from all parts of Maine, and even from adjoining states, parents eager to secure a good education for their children. The Jordan High School, of Lewiston, and the Edward Little High School, of Auburn, rank among the best preparatory schools in New England. The pulpits of Lewiston and Auburn are occupied by able and scholarly men, and residents of few towns have better facilities for hearing the representative lecturers and orators of our country. The two cities are remarkably healthful, are situated amid some of the most beautiful scenery of the Androscoggin valley, and combine in a rare degree the educational influences afforded by the presence of business energy, of scholarly leisure, and of attractive environments. They are a little more than four hours distant from Boston, and are accessible from all directions by means of four railways—

the Grand Trunk, the Portland and Rumford Falls, and two lines of the Maine Central. These, with numerous electric roads, make the College easily accessible from every direction. The College grounds consist of fifty-five acres in the suburbs of Lewiston. They have great natural beauty and command fine views of the surrounding country. From the summit of Mount David, given by the late Mrs. Archibald Wakefield and the late Mrs. John M. Frye, as the site for an astronomical observatory, the White Mountains, more than fifty miles away, are distinctly visible. Through the generosity of the children of Mrs. Wakefield, three and one-half acres have (in September, 1912) been added to this earlier gift and nearly all of Mount David is now owned by the College—giving to the campus a distinctive charm that arrests the attention of every visitor.

### CHARACTER OF THE COLLEGE

The College is unsectarian in its organization, aims and methods, but it is unequivocally Christian. Breadth and thoroughness are sought, not only in literary and scientific attainments, but in moral and spiritual culture. What are called the vices of student life are practically unknown at Bates. No student can be a member of the College without taking and keeping a pledge to abstain from alcoholic drinks, and no student may receive beneficiary aid without abstaining from all use of tobacco. Hazing has never been tolerated. A large percentage of the students are actively religious, and among them are represented nearly all the religious denominations of New England. It has been the constant aim of the College to encourage and aid students of limited means and to exclude such habits and customs as lead to extravagant and unnecessary expenditures. Planted in a thrifty and frugal community, Bates is for a wide area the natural college home for students of limited means. The community, with its numerous industries, offers unusual opportunities for work; and college spirit and tradition make labor honorable. The Faculty of Bates find one of their highest pleasures in helping young men and young women to solve the problem of ways and means. An Employment Bureau composed of members of the Faculty and of Alumni is able practically to assure remunerative work to students able and willing to engage in self-help. Every year Bates students are engaged in more than sixty different kinds of employment. There are one hundred and two scholarships. Ninety-seven of these, of \$1,000 each, pay fifty dollars per year, each, to as many deserving young men and young women. The other four are the Coe Scholarship of \$3,000 and the Dana Estes Scholarship

of \$2,500, the John Bartlett Kezar Scholarship of \$2,000, and the Fitz Scholarship of \$1,500. Students preparing for the Christian ministry or for other kinds of public Christian service may receive aid from the Edgecomb Fund. Students of ample, of moderate, and of limited means live and work together in absolute social equality. From its organization in 1863, the College has received young women on the same terms with young men, thus beginning on the Atlantic seaboard the movement for the higher education of women.

The government of the College is vested in two co-ordinate boards: President and Fellows, and Overseers. Under the Charter of the College, the Board of Overseers must consist of five classes, each of them holding office for five years. Each class numbers five members, two of the five having been nominated from the Alumni. At the present time nine of the fourteen Fellows and nineteen of the twenty-five Overseers are Alumni. The graduates of Bates number 2013. Of these 1860 are living. The Bates Semi-Centennial was celebrated June 21-24, 1914.

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## TERMS OF ADMISSION

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All candidates for admission to the College must offer satisfactory testimonials of good moral character; and those that have been members of other colleges must present certificates of honorable dismission.

The requirements in particular subjects are as follows:

### LATIN

The requirements in Latin are those recommended in the "Report of the Commission on College-Entrance Requirements in Latin," and are as follows:

#### I. AMOUNT AND RANGE OF THE READING REQUIRED.

1. The Latin reading required of candidates, without regard to the prescription of particular authors and works, shall be not less *in amount* than Cæsar, Gallic War, I-IV; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Vergil, Æneid, I-VI.

2. The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar (Gallic War and Civil War) and Nepos (Lives); Cicero (orations, letters, and De Senectute), and Sallust (Catiline and Jugurthine War); Vergil (Bucolics, Georgics, and Æneid), and Ovid (Metamorphoses, Fasti, and Tristia).

#### II. SUBJECTS AND SCOPE OF THE EXAMINATIONS.

1. *Translation at Sight.* Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the pas-

sages set will be suited to the preparation secured by the reading indicated above.

2. *Prescribed Reading.* Candidates will be examined also upon the following prescribed reading: Cicero, orations for the Manilian Law and for Archias, and Vergil, *Æneid*, I, II, and either IV or VI at the option of the candidate, with questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

3. *Grammar and Composition.* The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

#### SUGGESTIONS CONCERNING PREPARATION.

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original,

with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphor. Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination cannot test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practised.

The work in composition should give the student a better understanding of the Latin he is reading at the time, if it is prose, and greater facility in reading. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read as well; for this work the prose authors already studied should be used as models.

On the basis of the above Report the examinations will be grouped as follows:

## I. TWO YEARS OF LATIN.

The examination will be adapted to the proficiency of those that have studied Latin in a systematic course of five exercises a week for two years. It will include trans-

lation from Cæsar's Gallic War, Book I, easy sight passages, and Grammar and Composition.

This examination is designed to meet the needs of such candidates for the degree of Bachelor of Science as offer only two years of Latin.

## II. ELEMENTARY LATIN.

The examination will be adapted to the proficiency of those that have studied Latin in a systematic course of five exercises a week for at least three years. It will include translation of prose at sight, Cicero, as indicated above in Section II, Article 2, and Grammar and Composition.

## III. ADVANCED LATIN.

The examination will be adapted to the proficiency of those that have studied Latin in a systematic course of five exercises a week for at least four years. It will cover the work outlined in Section II of the Report.

# GREEK

## I. ELEMENTARY GREEK.

Candidates presenting this subject should be able to translate at sight simple Attic prose, and should possess a thorough mastery of ordinary Greek inflections, principles of syntax, and idioms, involving the ability to write simple Attic prose. To attain the required proficiency, a student should have studied Greek two years, in a systematic course of five exercises a week, including the reading of four books of Xenophon's *Anabasis* or an equivalent, thorough study of Grammar, and considerable practice in writing Greek sentences involving ordinary idioms and constructions.

## II. ADVANCED GREEK.

Candidates presenting this subject should be able to translate at sight passages from Homer, as well as from Attic prose, and should be well grounded in the epic dialect, the prosody of Homer and the general features of Homeric life. They should also be able to translate into Attic prose simple English passages of connected narrative. These requirements involve, in addition to the course in Elementary Greek, a third year of study, with exercises five times a week, and necessitate the reading of additional Attic prose and of at least the first three books of the Iliad or an equivalent, and practice in the writing of connected passages of Attic prose.

Students admitted without Greek may begin the study of Greek in the Freshman year and go on to the regular courses in that language.

## ENGLISH

The study of English in school has two main objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation.

*Grammar and Composition.* The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, sentences, and paragraphs should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary-school period.



Written exercises may well comprise letter writing, narration, description, and easy exposition and argument. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from his reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in his recitations and various exercises, whether written or oral.

*Literature.* The second object is sought by means of two lists of books, headed respectively *Reading* and *Study*, from which may be framed a progressive course in literature covering four years. In connection with both lists, the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages in both verse and prose. As an aid to literary appreciation, he is further advised to acquaint himself with the most important facts in the lives of the authors whose works he reads and with their place in literary history.

### A. READING

The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving him a first-hand knowledge of some of its best specimens. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

For 1916-1919.

Group I. Classics in Translation. The Old Testament, comprising at least the chief narrative episodes in

Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the Odyssey, with the omission, if desired, of Books i-v and xv-xvii; the Iliad, with the omission, if desired, of Books xi, xiii, xiv, xv, xvii, xxi; Vergil's *Æneid*. The Odyssey, Iliad and *Æneid* should be read in English translations of recognized literary excellence.

For any unit of this group a unit from any other group may be substituted.

Group II. Shakespeare: *Midsummer Night's Dream*; *Merchant of Venice*; *As You Like It*; *Twelfth Night*; *The Tempest*; *Romeo and Juliet*; *King John*; *Richard II*; *Richard III*; *Henry V*; *Coriolanus*; *Julius Cæsar*;<sup>\*</sup> *Macbeth*;<sup>\*</sup> *Hamlet*.<sup>\*</sup>

Group III. Prose Fiction. Malory: *Morte d'Arthur* (about 100 pages); Bunyan: *Pilgrim's Progress*, Part I; Swift: *Gulliver's Travels* (voyages to Lilliput and to Brobdignag); Defoe: *Robinson Crusoe*, Part I; Goldsmith: *Vicar of Wakefield*; Frances Burney: *Evelina*; Scott's Novels: any *one*; Jane Austen's Novels: any *one*; Dickens' Novels: any *one*; Thackeray's Novels: any *one*; George Eliot's Novels: any *one*; Mrs. Gaskell: *Cranford*; Kingsley: *Westward Ho! or Hereward, the Wake*; Reade: *The Cloister and the Hearth*; Blackmore: *Lorna Doone*; Hughes: *Tom Brown's School Days*; Stevenson: *Treasure Island or Kidnapped or Master of Ballantrae*; Cooper's Novels: any *one*; Poe: *Selected Tales*; Hawthorne: *The House of the Seven Gables or Twice Told Tales or Mosses from an old Manse*; A collection of *Short Stories* by various standard writers.

Group IV. Essays, Biography, etc. Addison and Steele: *The Sir Roger de Coverley Papers or Selections*

<sup>\*</sup>If not chosen for study under B.

from the Tatler and Spectator (about 200 pages); Boswell: Selections from the Life of Johnson (about 200 pages); Franklin: Autobiography; Irving: Selections from the Sketch Book (about 200 pages) or Life of Goldsmith; Southey: Life of Nelson; Lamb: Selections from the Essays of Elia (about 100 pages); Lockhart: Selections from the Life of Scott (about 200 pages); Thackeray: Lectures on Swift, Addison, and Steele in the English Humorists; Macaulay: Any *one* of the following essays: Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederic the Great, Madame d'Arblay; Trevelyan: Selections from the Life of Macaulay (about 200 pages); Ruskin: Sesame and Lilies or Selections (about 150 pages); Dana: Two Years Before the Mast; Lincoln: Last Public Address, the Letter to Horace Greeley, together with a brief memoir or estimate of Lincoln; Parkman: The Oregon Trail; Thoreau: Walden; Lowell: Selected Essays (about 150 pages); Holmes: The Autocrat of the Breakfast Table; Stevenson: An Inland Voyage and Travels with a Donkey; Huxley: Autobiography and selections from Lay Sermons, including the addresses on Improving Natural Knowledge, A Liberal Education, and A Piece of Chalk; A Collection of Essays by Bacon, Lamb, DeQuincey, Hazlitt, Emerson, and later writers; A Collection of Letters by various standard writers.

Group V. Poetry. Palgrave: Golden Treasury (First Series): Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave: Golden Treasury (First Series): Book IV, with special attention to Wordsworth, Keats and Shelley (if not chosen for study under B); Goldsmith: The Traveller and The Deserted Village; Pope: The Rape of the Lock; A Collection of English and Scottish Ballads, as, for example, some Robin

Hood ballads, The Battle of Otterburn, King Estmere, Young Beicham, Bewick and Grahame, Sir Patrick Spens, and a selection from later ballads; Coleridge: The Ancient Mariner; Byron: Childe Harold, Canto III or IV, and The Prisoner of Chillon; Scott: The Lady of the Lake, or Marmion; Macaulay: The Lays of Ancient Rome, The Battle of Naseby, The Armada, Ivry; Tennyson: The Princess, or Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur; Browning: Cavalier Tunes, The Lost Leader, How they Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Hervé Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City, The Italian in England, The Patriot, The Pied Piper, "De Gustibus—," Instans Tyrannus; Arnold: Sohrab and Rustum, and The Forsaken Merman; Selections from American Poetry, with special attention to Poe, Lowell, Longfellow, and Whittier.

### B. STUDY

This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

Group I. Drama. Shakespeare: Julius Cæsar, Macbeth, Hamlet.

Group II. Poetry. Milton: L'Allegro, Il Penseroso, and either Comus or Lycidas; Tennyson: The Coming of Arthur, The Holy Grail, and The Passing of Arthur; the selections from Wordsworth, Keats, and Shelley in Book IV of Palgrave's Golden Treasury (First Series).

Group III. Oratory. Burke: Speech on Conciliation with America; Macaulay's Speech on Copyright and Lincoln's Speech at Cooper Union; Washington's Farewell Address and Webster's First Bunker Hill Oration.

Group IV. Essays. Carlyle: Essay on Burns, with a selection from Burns' Poems; Macaulay: Life of Johnson; Emerson: Essay on Manners.

Examination. However satisfactory in subject matter, no paper will be considered satisfactory if seriously defective in punctuation, spelling, or other essentials of good usage.

The examination will be divided into two parts, one of which will be on grammar and composition, and the other on literature.

In grammar and composition, the candidate may be asked specific questions upon the practical essentials of these studies, such as the relation of the various parts of a sentence to one another, the construction of individual words in a sentence of reasonable difficulty, and those good usages of modern English, which one should know in distinction from current errors. The main test in composition will consist of one or more essays, developing a theme through several paragraphs; the subjects will be drawn chiefly from the books read.

An examination in literature will include:

A. General questions designed to test such a knowledge and appreciation of literature as may be gained by fulfilling the requirements defined under A. READING, above. The candidate will be required to submit a list of books read in preparation for the examination, certified by the principal of the school in which he was prepared; but this list will not be made the basis of detailed questions.



B. A test on the books prescribed for study, which will consist of questions upon their form, content, and structure, and upon the meaning of such words, phrases, and allusions as may be necessary to an understanding of the works and an appreciation of their salient qualities of style. General questions may also be asked concerning lives of the authors, their other works, and the periods of literary history to which they belong.

## MATHEMATICS

### I. ELEMENTARY MATHEMATICS.

(1) Algebra. Through equations of the second degree.

Although candidates are not examined in Arithmetic, a thorough knowledge of its fundamental principles is an essential part of a preparatory course. This subject should not be neglected by candidates.

The required work in Algebra should cover two years' work of five recitations per week, and includes the following subjects: Factors, fractions, ratio and proportion; negative quantities and interpretation of negative results; a thorough knowledge of radicals and the solution of equations involving radicals, fractional and negative exponents; the binomial theorem for positive integral exponents; extraction of roots; the solution of equations with one or more unknowns, whether of the first or second degree, and with literal as well as numerical coefficients, and of problems leading to such equations; arithmetical and geometrical progression.

It is recommended that the student familiarize himself with the solution of simultaneous equations of two or three unknowns, that he be able to solve quadratics at sight, either by factorization or by formula, and that he



learn to draw the graphs of linear and quadratic equations of two unknowns.

(2) Plane Geometry. The required work in plane geometry should extend throughout one year of five recitations per week.

The theorems and constructions as found in good text-books: The properties of plane rectilinear figures; the circle, and the measurement of angles; similar polygons; areas; regular polygons and the measurement of the circle. A large part of the time should be given to original demonstrations of exercises, and this should be insisted upon as a part of the required work in the course.

## II. ADVANCED MATHEMATICS.

(1) Algebra, including choice, chance, theory of limits, the binomial theorem for negative and fractional exponents, logarithms, series, determinants, graphs, derivatives, and the theory of equations.

(2) Solid Geometry, as represented by the ordinary college text-books. Candidates should be able to solve readily problems of solid mensuration and to demonstrate original theorems that may be deduced easily from the text.

(3) Plane Trigonometry, as represented by the usual text-books. Candidates must be familiar with the theory and use of six-place logarithmic tables.

## FRENCH

The admission requirements in elementary and advanced French are those recommended by the Modern Language Association of America.

### I. ELEMENTARY FRENCH.

The work to be done during the first year should comprise: (1) careful drill in pronunciation; (2) the rudi-

ments of grammar, including the inflection of the regular and the more common irregular verbs, the plurals of nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax; (3) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation.

During the second year, the work should comprise: (1) the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches; (2) constant practice, as in the previous year, in translating into French easy variations upon the texts read; (3) frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (6) mastery of the forms and use of pronouns, of pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and the subjunctive.

Suitable texts for the second year are: About's "Le roi des montagnes," Bruno's "Le tour de la France," Dau-det's easier short tales, La Bédollière's "La Mère Michel et son chat," Erckmann-Chatrian's stories, Foa's "Contes biographiques" and "Le petit Robinson de Paris," Fon-

cin's "Le pays de France," Labiche and Martin's "La poudre aux yeux" and "Le voyage de M. Perichon," Legouv   and Labiche's "La cigale chez les fourmis," Malot's "Sans famille," Mair  t's "La t  che du petit Pierre," M  rimee's "Colomba," extracts from Michelet, Sarcey's "Le si  ge de Paris," Verne's stories.

## II. ADVANCED FRENCH.

During the third year the work should comprise the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts are: About's stories, Augier and Sandeau's "Le gendre de M. Poirier," "B  ranger's poems," Daudet's "La Belle-Nivernaise," Corneille's "Le Cid" and "Horace," Copp  e's poems, Le Br  te's "Mon oncle et mon cur  ," Madame de S  vign  's letters, Hugo's "Hernani" and "La Chute," Labiche's plays, Loti's "P  cheur d'Islande," Mignet's historical writings, Moli  re's "L'Avare," and "Le Bourgeois Gentilhomme," Racine's "Athalie," "Andromaque" and "Esther," Thier's "L'exp  dition de Bonaparte en Egypte," George Sand's plays and stories, Sandeau's "Mademoiselle de la Seigli  re," Scribe's plays, Thierry's "Recits des temps m  rovingiens," Vigny's "La canne de jonc," Voltaire's historical writings.

## GERMAN

The admission requirements in elementary and advanced German are those recommended by the Modern Language Association of America.

## I. ELEMENTARY GERMAN.

The first year's work should comprise: (1) careful drill upon pronunciation; (2) memorizing and frequent repetition of easy colloquial sentences; (3) drill upon the rudiments of grammar, that is, upon the inflection of the articles, of such nouns as belong to the language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs, also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word order; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in reproducing natural forms of expression; (5) the reading of 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in reproducing from memory sentences previously read.

The second year's work should comprise: (1) the reading of 150 to 200 pages of literature in the form of easy stories and plays; (2) accompanying practice, as before, in translating into German easy variations upon the matter read, also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages; (3) continued drill upon the rudiments of grammar, directed to the end of enabling the pupil, first, to use his knowledge with facility in forming sentences, and second, to state his knowledge correctly in the technical language of grammar.

Stories suitable for the elementary course can be selected from the following list: Andersen, *Märchen* and *Bilderbuch ohne Bilder*; Arnold, *Fritz auf Ferien*; Baumbach, *Die Nonna* and *Der Schwiegersohn*; Gerstäcker, *Germelshausen*; Heyse, *L'Arrabbiata*, *Das Mädchen von Treppi*,

and *Anfang und Ende*; Hillern, *Höher als die Kirche*; Jensen, *Die braune Erica*; Leander, *Träumereien* and *Kleine Geschichten*; Seidel, *Märchen*; Stökl, *Unter dem Christbaum*; Storm, *Immensee* and *Geschichten aus der Tonne*; Zchokke, *Der zerbrochene Krug*.

The best shorter plays available are: Benedix, *Der Prozess*, *Der Weiberfeind*, and *Günstige Vorzeichen*; Elz, *Er ist nicht eifersüchtig*; Wichert, *An der Majorsecke*; Wilhelmi, *Einer muss heiraten*. Only one of these plays need be read, and the narrative style should predominate. A good selection of reading matter for the second year would be Andersen, *Märchen*, or *Bilderbuch*, or Leander, *Träumereien*, to the extent of about forty pages. Afterward, such a story as *Das kalte Herz*, or *Der zerbrochene Krug*; then *Höher als die Kirche*, or *Immensee*; next a good story by Heyse, Baumbach, or Seidel; lastly *Der Prozess*.

## II. ADVANCED GERMAN.

The work should comprise, in addition to the elementary course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses and modes (with especial reference to the infinitive and subjunctive), and likewise upon word order and word formation.

Suitable reading matter for the third year can be selected from such works as the following: Ebner-Eschenbach, *Die Freiherren von Gemperlein*; Freytag, *Die Journalisten* and *Bilder aus der deutschen Vergangenheit*, for example *Karl der Grosse*, *Aus den Kreuzzügen*, *Doktor Luther*, *Aus*



*dem Staat Friedrichs des Grossen*; Fouque, *Undine*; Gerstäcker, *Irrfahrten*; Goethe, *Hermann und Dorothea* and *Iphigenie*; Heine's poems and *Reisebilder*; Hoffman, *Historische Erzählungen*; Lessing, *Minna von Barnhelm*; Meyer, *Gustav Adolfs Page*; Moser, *Der Bibliothekar*; Riehl, *Novellen*, for example *Burg Neideck*, *Der Fluch der Schönheit*, *Der stumme Ratsherr*, *Das Spielmannskind*; Rosegger, *Waldheimat*; Schiller, *Der Neffe als Onkel*, *Der Geisterseher*, *Wilhelm Tell*, *Die Jungfrau von Orleans*, *Das Lied von der Glocke*, *Balladen*; Scheffel, *Der Trompeter von Säkkingen*; Uhland's poems; Wildenbruch, *Das edle Blut*. A good selection would be: (1) one of Riehl's novelettes; (2) one of Freytag's "pictures"; (3) part of *Undine* or *Der Geisterseher*; (4) a short course of reading in lyrics and ballads; (5) a classical play by Schiller, Lessing, or Goethe.

## CHEMISTRY

The examination in this subject implies an acquaintance by recitation and laboratory work with elementary processes and with the properties of common chemical substances; also a familiarity with the chemical notation in its arithmetical meaning, including the ability to solve simple problems based on the relations expressed by formulas and equations.

The requirements in this subject include the study of both metals and non-metals, and may be met by the use of any good Elementary text-book and laboratory manual, and the presentation of a satisfactory note-book duly certified.

## PHYSICS

The student must present satisfactory evidence that he has completed a year's work in Physics based upon a standard text-book (Carhart and Chute's, Millikan and



Gale's, and Gage's are recommended). The course must include at least one two-hour laboratory period per week. To receive credit in Physics a certified note-book *must* be presented showing the student's *original record* of at least forty experiments.

## BIOLOGY

One year's work in Biology may be offered for two points in the preparatory course. The year's work should be equivalent to at least one hundred one-hour exercises, consisting of at least one-half laboratory work. The note-book records of laboratory work, certified by the instructor, will be required. The course may consist of one year's work in Zoölogy, or one year's work in Botany, or one-half year's work in each.

It is desirable that considerable field work be done; that the animals and plants be studied in their natural environment. A large amount of data, obtained through accurate observation out-of-doors, forms the best foundation for the work to be accomplished in the laboratory and recitation room.

It is more important that a relatively small amount of laboratory work be carefully and thoroughly accomplished by proper laboratory methods, than that a large amount of ground be covered in a superficial and unscientific manner.

For a year's work in Zoölogy, the following texts—supplemented with such laboratory work as time and text would require—are approved: General Zoölogy, by Linville and Kelley; Zoölogy, Descriptive and Practical, by Colton; Introduction to Zoölogy, by Davenport.

For one-half year's course in Zoölogy: Animal Life, by Jordan and Kellogg; Animal Forms, by Jordan and Heath; Practical Zoölogy, by Davison.

For a year's course in Botany: Plants, by Coulter; Elements of Botany, by Bergen; Introduction to Botany, by Stevens.

For a one-half year's course in Botany: such parts—selected by instructor—of one of the above texts, as can be properly handled in the time.

## HISTORY

### UNITED STATES HISTORY AND CIVICS.

The student should have a general knowledge of the colonization of the several states, the forms of government that existed previous to the War of Independence, the causes and principal events of that war, the Period of the Confederation and the establishment of the Federal Constitution with the general history subsequent to that event.

### ENGLISH HISTORY.

In this subject a general knowledge of the social and political development of England is expected of the student. This applies in particular to the centuries subsequent to the Norman conquest and to the movements that culminated in the creation of a British Empire and of a limited monarchy.

### ANCIENT HISTORY, GREEK AND ROMAN.

The student should know the main facts respecting the political development of Greece and the Roman Republic and Empire, and should possess a general acquaintance with Greek and Roman life, literature and art.

## DEGREES

Students are admitted to Bates College as candidates for the degree either of Bachelor of Arts or of Bachelor of Science. The degree of Bachelor of Arts is regularly

conferred upon those that have included among their courses one year of college Latin. In exceptional cases the degree may be conferred also upon students that have not taken Latin, but, beginning Greek in college, have continued the study of the same through Courses 1 and 2. Students that pursue neither Latin nor Greek receive the degree of Bachelor of Science. Young women admitted to Bates must offer adequate preparation in Latin, and they are enrolled as candidates for the degree of Bachelor of Arts.

### ADMISSION GROUPS

To show clearly the requirements for admission the following grouping of the preceding subjects is made. Candidates for admission to the Freshman Class must show adequate preparation in all the subjects of Group I and in enough of Group II to make a total of  $14\frac{1}{2}$  units. To count a unit a subject must be pursued for one school year of thirty-six weeks with five recitation periods per week.

A.B. COURSE— <i>Group I</i>		B.S. COURSE— <i>Group I</i>	
	Units		Units
English, A and B, (3 years),	3	English, A and B, (3 years),	3
*Latin	3	Modern Language	2
Algebra	$1\frac{1}{2}$	Algebra	$1\frac{1}{2}$
Plane Geometry	1	Plane Geometry	1
†History	1	History	1
Total required	$9\frac{1}{2}$	Total required	$8\frac{1}{2}$

\* Though three years of Latin will be accepted for admission to the course leading to the degree of Bachelor of Arts, the candidate is strongly urged to present four years. All that present three years only will be required to take two full years of Latin while in college in order to qualify for the above-mentioned degree. See page 67 for a statement about the required college courses in Latin.

† In presenting History for admission, the candidate has the option of presenting either one full year of one history or a half-year of each of two.

A.B. COURSE— <i>Group II</i>		B.S. COURSE— <i>Group II</i>	
	Units		Units
Elementary Greek	2	Two years of Latin	2
Advanced Greek	1	Elementary Latin	3
Advanced Latin	1	Advanced Latin	1
Elementary French	2	Elementary Greek	2
Advanced French	1	Advanced Greek	1
Elementary German	2	Elementary French (if	
Advanced German	1	not offered in Group I)	2
Chemistry (including		Advanced French	1
note-book)	1	Elementary German (if	
Physics (including		not offered in Group I)	2
note-book)	1	Advanced German	1
Biology (including		Chemistry (including	
note-book)	1	note-book)	1
†General Science	1	Two years of Latin	2
Advanced Algebra	$\frac{1}{2}$	Physics (including note-	
Solid Geometry	$\frac{1}{2}$	book)	1
Plane Trigonometry	$\frac{1}{2}$	Biology (including note-	
Greek History	$\frac{1}{2}$ or 1	book)	1
American History and		†General Science	1
Civil Government	$\frac{1}{2}$ or 1	Advanced Algebra	$\frac{1}{2}$
English History	$\frac{1}{2}$ or 1	Solid Geometry	$\frac{1}{2}$
†Bible Study	1	Plane Trigonometry	$\frac{1}{2}$
		Roman History	$\frac{1}{2}$ or 1
		Greek History	$\frac{1}{2}$ or 1
		English History	$\frac{1}{2}$ or 1
		†Bible Study	1
		*Free Hand Drawing	$\frac{1}{2}$
		*Mechanical Drawing	$\frac{1}{2}$
Total elective	5	Total elective	6

\* Accepted only from schools fully equipped for work of this character.

† Accepted only upon evidence, that it represents serious work and sound methods.

Candidates for the degree of Bachelor of Arts must present in addition to Group I a selection of subjects from Group II aggregating five units according to the valuation there indicated. This selection must include either Elementary Greek, Elementary French, or Elementary German.

Candidates for the degree of Bachelor of Science must present in addition to Group I a selection of subjects from Group II aggregating six units according to the valuation there indicated.

### A FREE MARGIN OF ELECTIVES

In special cases, other secondary school subjects aggregating not more than two units, will be accepted. Candidates for admission that wish to avail themselves of this privilege, must present from their Principals full statements both of the amount and of the quality of work done in such subjects. Only subjects that require serious intellectual efforts will be considered.

### “ADMISSION ACCORDING TO THE HARVARD PLAN”

#### NEW REQUIREMENTS FOR ADMISSION TO HARVARD COLLEGE

To be admitted to Harvard College, a candidate

- (1) Must present evidence of an approved school course satisfactorily completed; and
- (2) Must show in four examinations as explained below that his scholarship is of a satisfactory quality:

#### SCHOOL RECORD

A candidate must present to the Committee on Admission evidence of his secondary school work in the form of an official detailed statement showing

(a) The subjects studied by him and the ground covered.

(b) The amount of time devoted to each.

(c) The quality of his work in each subject.

To be approved, this statement must show

(a) That the candidate's secondary school course has extended over four years.

(b) That his course has been concerned chiefly with languages, science, mathematics and history, no one of which has been omitted.

(c) That two of the studies of his school program have been pursued beyond their elementary stages, *i. e.*, to the stage required by the present advanced examinations of Harvard College or the equivalent examinations of the College Entrance Examination Board.

#### THE EXAMINATIONS

If the official detailed statement presented by the candidate shows that he has satisfactorily completed an approved secondary school course, he may present himself for examinations in four subjects as follows:

(a) English.

(b) Latin, or, for candidates for the degree of B.S., French or German.

(c) Mathematics, or physics, or chemistry.

(d) Any subject, not already selected under (b) or (c), from the following list:

Greek	History	Physics
French	Mathematics	Chemistry
German		

These four examinations must be taken at one time, either in June or in September.



If we interpret the preceding statement correctly, it is evident that, in the application of this new method, it is intended to make the examinations in the different subjects tests of power to take advantage of college work and college methods, rather than upon mere ability to answer questions upon which candidates may have been carefully coached by experts. It will be seen that the new method makes use both of certificates and of appropriate examinations. It does not supersede methods already in vogue. Whether it will ultimately do this, cannot at present be determined. Applicants for admission to Bates choosing to be tested by the new method may have the opportunity.

“If a candidate is admitted, he will be admitted without conditions; if he is refused admission, no credit will be given for examination in the separate subjects in which he may show proficiency, and the refusal will mean that his school record and his college tests do not show that he has the scholarship which makes his admission desirable.”

### ADMISSION BY CERTIFICATE

Graduates of schools approved by the New England College Entrance Certificate Board are admitted without examination. The colleges associated in this Board are Amherst, Bates, Boston University, Bowdoin, Brown University, Colby, Massachusetts Agricultural, Middlebury, Mount Holyoke, Smith, Tufts, University of Vermont, Wellesley, Wesleyan University, Williams.

Certificates are passed upon by the individual colleges above named. All schools in New England desiring the certificate privilege should apply to the Secretary of the Board, Professor Frank W. Nicolson, Wesleyan Uni-

versity, Middletown, Conn., before April 1st. Schools outside of New England desiring the certificate privilege should apply to the Registrar of Bates College, Roger Williams Hall, Lewiston, Maine.

Certificates should meet the requirements in full, but certificates covering eight units of the requirements will be accepted and the candidates will be examined on the remaining units. Candidates offering certificates for less than eight units of the requirements must be examined in full. Candidates that have taken preparatory work in more than one school must be certified by the principal of each of the schools in which they have taken work.

Blanks for certificates will be furnished by the Registrar of the College. School diplomas will not be accepted in place of certificates. Certificates that candidates have met the entrance requirements of another college will ordinarily be accepted, provided they cover the usual subjects, or their equivalents, required for admission to Bates College.

## ADMISSION BY CERTIFICATE OF EXAMINATIONS

Academic diplomas issued by the Regents of the University of the State of New York are accepted in all required subjects covered by them.

Certificates of the New York State Examination Board are accepted.

## SPECIAL STUDENTS

Students of good character who are prepared to do college work, may be admitted to special courses under the direction of the Committee on Registration. All stu-

dents who can do so are advised to matriculate for a degree, and no one will be allowed to use the privilege here offered for the purpose of securing a merely nominal connection with the College. Special students are subject to the same regulations regarding attendance and examinations as candidates for degrees, and must take not less than fifteen hours of class-room work per week. No special student will be allowed to continue more than two years in college.

### ADMISSION FROM OTHER COLLEGES

Students from other colleges seeking admission to Bates must present the following credentials: a letter of honorable dismissal, a statement of method of admission, an official statement in detail of studies taken by terms or semesters, with standing in the same, the exact number of terms of attendance, and a marked catalogue of the institution, showing each subject that has been completed.

### EXAMINATIONS FOR ADMISSION TO COLLEGE

The regular examinations for admission to college begin on Tuesday preceding the first day of the First Semester, at 8.30 o'clock A.M., in Room 2, Hathorn Hall. Arrangements may be made for taking examinations at the student's own school beginning on the third Monday preceding Commencement Day. Principals, wishing thus to assume the responsibility of the examinations, should register their requests for examination papers, stating subjects and number of papers required, with the Chairman of the Committee on Entrance Examinations, Professor F. A. Knapp, 32 Mountain Ave., Lewiston, not later than May 26.

## COURSES OF INSTRUCTION

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Most of the work of the Freshman year is required. Some electives are introduced in the second semester of the Freshman year and are increased in number with each succeeding semester. The essentials of a liberal education are constantly kept in view and the attainment of knowledge is made tributary to the love of study, the habit of investigation, and the tastes and aptitudes of the scholar. The individuality of students is recognized and encouraged without the sacrifice of breadth and thoroughness. Class-room work is supplemented by original observation and research and by a systematic use of the College Library.

While in every department the cultural aim is held constant and controlling, the culture sought is of the kind that pays tribute to life. While not mistaking itself for a professional school or a technical school, the College seeks to make all its instruction practical. Each teacher remembers that forty-three out of every hundred of Bates graduates become educators, and strives to exemplify the best Pedagogy. A semester course of one hour a week is devoted to methods of teaching each secondary school subject in which advanced work is done in the College. In addition, the recently elected Professor of Education gives carefully planned courses that, while thoroughly cultural, ensure to those pursuing them a teacher's certificate of the first class from State Boards of Education. In like manner, the courses in Elocution and in English, especially the courses in Argumentation, prove of great value to graduates who engage in public speaking

and, in particular, to those who practice Law; while the course in Rhetoric and the practical training in Composition afford an admirable preparation for Journalism. So, also, the courses in Biblical Literature and Religion, while having a choice cultural value, are a substantial aid to students contemplating the Christian Ministry—being accepted as the full equivalent of a year's work in the best Theological Schools. The thorough courses in Chemistry meet the requirements of the best Medical Schools and those in Biology receive equal recognition. The work in Mechanics, in Electricity and Magnetism, and in the Elements of Electrical Engineering, assures to the general student of these subjects an intelligent acquaintance with the great natural forces of the industrial world and enables the prospective engineer to gain, at comparatively slight cost, advanced standing in such a school of applied science as the Massachusetts Institute of Technology.

Students wishing to enter Medical Schools after completing two years' work in Bates College must present the complete admission requirements as in the case of students matriculating for the A.B. or B.S. degree. The purpose of such students to pursue a medical course after completing the necessary college work must be attested by a written statement from their parents, or their guardian. A change to regular standing may be made only by special vote of the faculty. Such students are required to take work in Biology, Chemistry, Physics, French or German, and may elect one course in some other language.

## I. ASTRONOMY

1. GENERAL ASTRONOMY. A descriptive and reasoned course concerning the heavenly bodies: their motions, real and apparent; their dimensions and masses; their nature and physical condition; their influences upon one another; and their services to man.

*Three hours. First semester. Elective for Juniors and Seniors.*

2. GENERAL ASTRONOMY. Studies in selected fields. Special attention is given to the methods of teaching secondary school astronomy.

*Three hours. Second semester. Elective for Juniors and Seniors.*

## II. BIBLICAL LITERATURE AND RELIGION

1. THE LITERARY STUDY OF THE BIBLE. A study of the chief message of the books of the Bible in the light of their literary forms. Lectures will be given on the origin and growth of the Bible; its translation into English; and its influence on English literature. For the larger part of the course Moulton's Modern Reader's Bible will be used as a text-book.

*Three hours. Second semester. Elective for Freshmen.*

2, 3. ORIENTAL HISTORY. An outline study of the beginning and development of ancient civilizations and of the beginnings of Christianity. Special attention is given to the great leaders, and to the influence of religion on the development of society.

*Three hours. Throughout the year. Elective for Sophomores.*



4. OLD TESTAMENT LITERATURE. A study of the Prophets, Job, and Psalms.

*Three hours. First semester. Elective for Juniors.*

5. NEW TESTAMENT LITERATURE. A study of the origin and contents of the New Testament: the historical situation in which the books originated; the persons to whom they were addressed; the aim of the writers; why and when the documents came to be considered sacred; the religious message of the books.

*Three hours. Second semester. Elective for Juniors.*

6. THE HISTORY OF RELIGION. A study of the origin and development of religion, and a sketch of some of the chief religious systems of the world. This involves a consideration of the unity of religion, of the special forms assumed by religion in different tribes and nations, and a comparison of some of the greater religious systems with Christianity.

*Three hours. First semester. Elective for Seniors.*

7. THE PHILOSOPHY OF RELIGION. This course starts with the results obtained in the History of Religion and considers the psychological origin of religion, the philosophical view of the world that religion demands, and some of the great religious doctrines in the light of philosophy.

*Three hours. Second semester. Elective for Seniors that have had three or more semesters in Philosophy.*

8,9. HEBREW LANGUAGE. The elements of the language, and a translation of parts of the historical books of the Old Testament.

*Three hours. Through the year. Elective for Juniors and Seniors.*

10, 11. ADVANCED HEBREW. Translation of selections from the Prophets and the Psalms.

*Three hours. Through the year. Elective for Seniors.*

### III. BIOLOGY

#### BOTANY

[1. MORPHOLOGY, PHYSIOLOGY AND ECOLOGY OF FLOWERING PLANTS. The method of instruction in this course is: (1) recitations upon the above subjects, as they are developed by a study of the text-book, by lectures and in laboratory work; (2) laboratory exercises, in which a careful study is made of the morphology of the various parts of the plant body. The seeds, roots, stems, leaves, flowers and fruits are taken up in succession. The structure and relation of these parts to the life processes of the plant are recorded in the laboratory note-book, by means of drawings and descriptive notes. Sufficient time is given to flower analysis, so that each student has such practice as will make him familiar with the method of work. Considerable attention is given to field work.

The aim of this course is twofold: (1) To give the student a general yet comprehensive knowledge of the life processes and structure of the flowering plants; (2) to begin the training which is so essential to all scientific work—that of accurate observation.

*Two one-hour periods and one two-hour period. Second semester. Elective for Freshmen and Sophomores. Not offered in 1915-1916.]*

2. MORPHOLOGY, ECOLOGY AND GENERAL CLASSIFICATION OF THE PLANT KINGDOM. The work of the course comprises recitations, lectures and laboratory exercises. A study is made of the principles upon which modern

classification is based. Type specimens representing the various groups and sub-divisions of the vegetable kingdom are studied with respect to their distinctive characteristics, structure, etc., together with a consideration of the inter-relations of the groups. In the laboratory the student studies and sketches most of the specimens taken up in recitations.

Field work constitutes an important part of this course. Trips are taken into the surrounding country for the purpose of collecting and studying the plants in their natural environment. This field work is especially helpful in fixing in the student's mind the general classification of the plant kingdom.

It is the aim of the course to give the student a knowledge of what organisms are included in the plant kingdom and how these same organisms are grouped in a general classification.

*Two one-hour periods and one two-hour period. Second semester. Elective for Freshmen and Sophomores.*

## ZOÖLOGY

1, 2. GENERAL PRINCIPLES OF ZOÖLOGY; and Morphology, Ecology and General Classification of Invertebrate Animals. Instruction is given by recitations and laboratory work. These courses aim to teach first, the general principles of the subject, its history and subdivision, the structure, development and functions of cells, tissues and organs, general embryology, etc.; second, the outlining of the principal groups of the animal kingdom, studying their ecology and morphology. The laboratory work is confined to representatives of the chief groups of invertebrates. Typical forms are studied microscopically or dissected, and careful drawings with descriptive notes must accompany the laboratory work.

*Two one-hour recitation periods and one two-hour laboratory period. First semester. One one-hour recitation period and two two-hour laboratory periods. Second semester. Elective for Sophomores.*

3, 4. COMPARATIVE ANATOMY OF VERTEBRATES. Instruction in this course is given chiefly by laboratory exercises and lectures. Type representatives of the different classes of Vertebrata are very thoroughly dissected and studied in a comparative way, from the lower forms to the higher. All observations and records are kept by means of drawings and notes. The course is intended especially for those who are particularly interested in biological science, or in the study of anatomy and medicine.

*Two two-hour laboratory periods and two one-hour lecture periods. Through the year. Elective for Juniors.*

5, 6. MICROSCOPIC TECHNIQUE, HISTOLOGY, AND EMBRYOLOGY. In these courses instruction is given by lectures, recitations and laboratory work. A study is made of the parts and use of the compound microscope, together with laboratory work upon the more essential methods of investigation. This involves practical work upon an invertebrate animal and the different tissues of vertebrates. The student experiments with the important methods of fixing, hardening, staining, dehydrating, clearing, imbedding, sectioning, and mounting objects for microscopic study.

Further, the student is introduced to the general subject of animal histology, by a careful study of the above preparations.

*Two two-hour laboratory periods and two one-hour recitation periods. Through the year. Elective for Seniors.*

7. GENETICS. The work in genetics is divided into two distinct courses:

7a. HEREDITY. In this course an attempt is made to summarize the general field of heredity by means of recitations, lectures, and discussions on library work. Believing that the subject of heredity is of great interest to, and should concern, everybody, an endeavor is made to take up the introductory work of this course in such a manner as to make it possible for the student without previous biological training to do the work.

*Two hours. First Semester. Elective for Seniors.*

7b. EXPERIMENTAL BREEDING. A laboratory course, in which each student carries on several series of breeding experiments with some form that reproduces rapidly; drosophila, mice, guinea pigs, and rabbits are now being used.

*One two-hour period. First semester. Elective for students that have had at least Zoölogy 1, 2, 3, and 4.*

### PHYSIOLOGY FOR MEN

1. PHYSIOLOGY, ANATOMY, AND HYGIENE. Instruction in this course is given by lectures and recitations. This course is devoted chiefly to Physiology and Hygiene with emphasis placed upon Hygiene. "The Human Mechanism" by Hough and Sedgwick is used as a text.

*Three hours. First semester. Elective for Freshmen.*

The practical value of the course is greatly augmented through the use of the Bock Stegers anatomical models of the heart, eye, ear, trunk, etc.; also by use of a human skeleton.

### ORNITHOLOGY

1. Considerable attention is given to the study of Ornithology, apart from that of general zoölogy. In the



first semester twelve lectures are given to the Freshman Class on the characteristics of birds—peculiarities of physical structure, flight, utility, song, beauty, intelligence, and migration; on the fossil, sub-fossil, and extinct birds, and on classification. The last lecture is devoted to the winter birds of Maine. This lecture is preparatory to the work to be done by the class during the winter. Prizes are given to the members of the class that report the longest list of birds observed and carefully identified between the first of December and middle of March. Two prizes are also given to the class for the best winter sketches of not more than two thousand words each.

2. In the twelve lectures given in the spring all the species of the inland birds of Maine are described and the mounted specimens are shown to the class. Four times a week, from the last of March to the middle of June, the members of the Freshman class make early morning excursions of one hour and a half to the fields and woods in search of the birds. From 75 to 130 different species are recognized in one year by the careful observers.

#### IV. CHEMISTRY

Instruction in this department includes lectures, recitations and laboratory work, and continues through the Sophomore, Junior, and Senior years. The study begins with lectures and recitations on the non-metallic elements and their compounds. In connection with these subjects the elements of Theoretical Chemistry are taught, and the students are given practice in the solution of a variety of chemical problems.

1. **INORGANIC CHEMISTRY**, the non-metals. This course is devoted to the elementary principles of the science. It



deals with the nature and properties of a few common elements and the application of the fundamental laws and theories concerning their combination. Recitations, experimental lectures, and laboratory work.

*Three periods. First semester. Elective for Sophomores.*

2. GENERAL AND EXPERIMENTAL CHEMISTRY. A continuation of course 1, dealing largely with the metallic elements and including a few of the more common carbon compounds. Recitations and lectures with laboratory work.

*Three periods. Second semester. Elective for Sophomores.*

3. QUALITATIVE ANALYSIS. An inductive course of basic and acid analysis. Laboratory work, with lectures upon the methods and theories involved.

*Three exercises (six hours). First semester. Elective for students that have taken courses 1 and 2, or their equivalent.*

4. A CONTINUATION OF COURSE 3. The separation of a large number of mixed compounds. This is followed by an introduction to the study of the compounds of carbon, covering the methane and benzene series and their derivatives.

*Three exercises (six hours). Second semester. Elective for students that have taken course 3.*

5. QUANTITATIVE ANALYSIS. Laboratory practice in the methods of gravimetric and volumetric analysis; separation and estimation of metals, acids, and water of crystallization.

*Three exercises (six hours). First semester. Elective for students that have taken courses 3 and 4.*

6. QUANTITATIVE ANALYSIS. A continuation of course 5, with additional work on alloys, ores, and mineral waters, with various complex analyses and their applications.

*Three exercises (six hours). Second semester. Elective for students that have taken course 5.*

7. A LECTURE AND READING COURSE. Historical and theoretical chemistry.

*Two hours. First semester. Elective for Seniors.*

8. INDUSTRIAL CHEMISTRY. This course deals with all the industrial chemical processes by lectures and collateral reading. The laboratory work includes technical analyses and, when practical, a study of general operations on small scales. Text, Thorp's Outlines of Industrial Chemistry.

*Three lectures and laboratory periods. First semester and part of Second. Elective for Seniors.*

9. SANITARY CHEMISTRY. This is a lecture course dealing with the primary necessities of life—air, food, water, and shelter,—and the subjects closely related to them.

*One hour. Second semester. Elective for Seniors and Juniors.*

10. PHYSIOLOGICAL CHEMISTRY. Lectures and laboratory work. The chemistry of digestion is taken up, also the analysis of urine, blood, saliva, and gastric juice. This is followed by the detection of poisons and the action of strong drugs on the system.

*Two exercises. Second semester. Elective for Seniors.*

11. ORGANIC PREPARATIONS. A laboratory course in the synthesis of typical aliphatic and aromatic compounds.

*Three periods. Through the year. Elective for Seniors.*

## V. ECONOMICS AND SOCIOLOGY

1, 2. **PRINCIPLES OF ECONOMICS.** The course is designed to give the student an acquaintance with the important features of modern economic life, the principles governing it, and such practical problems connected with it as money, credit and banking, tariff, monopolies, trusts, labor, the socialist movement, etc. The work of the two semesters constitutes a unit. For this reason it is not advisable for students to elect the course the first semester unless they can continue it through the year.

*Three hours. Through the year.*

Courses 1, 2 are open to all students. Of the courses that follow 3-6 are open only to those who have completed 1, 2. Courses 7 and 8 are open to all Juniors and Seniors without regard to preliminary courses, but ordinarily would be studied with more profit, if taken subsequently to courses 1, 2. Course 7 should in all cases be preliminary to course 8. Students interested in social problems would do well to take the following related courses: Zoölogy, Psychology, Ethics, History of Religion, History, and Government.

3. **BUSINESS FINANCE.** Offered in place of Money and Banking given heretofore. This includes a study of money, banking, credit, and commercial crises with special attention to their relation to business operations; also of the organization and financing of industrial corporations and of foreign trade, and of the functions of the stock exchange.

*Three hours. First semester.*

[4. **LABOR PROBLEMS.** A study of the wage system; the relations of employer and employee; labor organiza-

tions, their policies and methods; agencies of industrial peace; profit sharing and labor co-partnership; unemployment, etc.

*Three hours. Second semester. Not offered 1915-1916.]*

5. PUBLIC FINANCE. This course covers the entire field of finance, but lays chief emphasis on the subject of taxation. Attention will be given to: public expenditures; revenues, including commercial and administrative revenues and those from taxes; legislation and administration, and public credit.

*Three hours. Second semester.*

[6. GOVERNMENT CONTROL OF INDUSTRIES. A study of the trust problem, the railroads, and other quasi-public business organizations in relation to government control and government ownership.

*Three hours. First semester. Not offered in 1916-1917.]*

7. PRINCIPLES OF SOCIOLOGY. This course will include a study of (1) the origin and development of society; (2) existing society, the nature of association, the forces and laws which make social action possible, and social psychology; (3) the theories of progress considered with the view of working out definite principles to guide society in securing a higher degree of human well being.

*Three hours. First semester.*

8. APPLIED SOCIOLOGY. A discussion of certain social problems of modern life, with reference, on the one hand, to biologic and economic causes and, on the other hand, to policies and agencies directed toward the improvement of existing conditions.

*Three hours. Second semester.*

## VI. EDUCATION

The purpose of the following courses in Education is twofold: First, to acquaint the student with the general nature, function, and importance of education as one of the means employed by society for its own development; second, to give the student a clear conception of the educative process psychologically considered, and to help him to develop from such knowledge the principles of school administration and class-room method. Theory is emphasized for the sake of breadth of view and perspective, and always with the understanding that the test of theory is correct and effective practice. Inasmuch as the courses are designed to meet the requirements of the various States for the work in this department, Philosophy 2 is a prerequisite or parallel to Education 1, 2, and 3.

1. HISTORY OF EDUCATION. In this course attention is given to the development of educational thought and practice, as these were determined by social, political, economic, and religious conditions in various nations and periods. The essential features of the educational thought of the past are stressed as a basis for an intelligent knowledge of present-day theory and practice.

*Three hours. First semester. Elective for Juniors.*

2. PRINCIPLES AND PROBLEMS OF MODERN EDUCATION. An introductory course dealing with foundations of method in learning and teaching. The meaning of the modern point of view in education is considered, together with some of the principal resulting changes in the selection of subject-matter and in the method of instruction. Special attention is given to the method of teaching pupils how to study.

*Three hours. Second semester. Elective for Juniors.*



**\*3. EDUCATIONAL PSYCHOLOGY.** This course is designed to present the facts, so far as they have been scientifically determined, concerning the nature and development of the mind during childhood and youth, with special reference to the meaning of these facts to the teacher. It seeks to provide the student with sound criteria for estimating theories about the mental life, and it serves to introduce him to the present state of knowledge regarding the learning process, practice and fatigue, attention, perception, memory, the higher thought-processes, individual differences, etc.

*Three hours. First semester. Elective for Seniors.*

**4. PRINCIPLES AND PROBLEMS OF SECONDARY EDUCATION.** This course deals with the meaning and scope of secondary education; the history of the secondary school; a comparison of the principles underlying the educational systems of France, Germany, England, and the United States; the organization and the curricula of these systems, with special reference to the social and political conditions affecting their development, all considered in relation to present-day problems in American secondary education.

*Three hours. First semester. Elective for Seniors that have taken or are taking Education 1 or Philosophy 2.*

**[5. PHILOSOPHY OF EDUCATION.** The educational situation is analyzed, and the several elements are studied in themselves and in relation to each other, in order that intelligent appreciation may better direct actual educational procedure. The purpose is thus to give the student a comprehensive grasp of education as a whole, a clearer and broader conception of its nature and importance as a function of society, and of its value for the individual.

\* Given in the second semester 1915-1916.



*Three hours. Second semester. Elective for Seniors that have taken Education 1. Not offered in 1915-1916.]*

6. SCHOOL MANAGEMENT AND METHODS OF TEACHING. The first part of the course is designed to give the student, in the light of accepted principles, a knowledge of the technique of school management and organization which will enable him to secure the smooth and efficient working of his school. Such topics as the following are discussed in detail: system and organization, the problem of attention, the conduct of the recitation, the study hour, order and discipline, school incentives, offenses and penalties, routine and habit, and testing results.

The second part of the course involves special methodology. The object is to prepare the student for intelligent observation and teaching in the secondary school, by enabling him to adapt to the work in each subject the principles of general method. The work in the special method of each subject is introduced by a short series of discussions on the application of the principles of general methodology to the teaching of the subject. This is followed by a series of a more detailed character.

*Three hours. Second semester. Elective for Seniors that have taken Education 3 or Philosophy 2.*

During the second semester for 1915-1916 lectures upon methods of Physical Culture in Secondary Schools will be given by specialists in this work.

## VII. ENGLISH

1. RHETORIC AND ENGLISH COMPOSITION. Recitations, themes, lectures, conferences, and required reading. A systematic study of paragraphing and description.

*Three hours. First semester. Required of Freshmen.*

2. RHETORIC AND ENGLISH COMPOSITION. Recitations, themes, lectures, conferences, and required reading. A systematic study of exposition and narration.

*Three hours. Second semester. Required of Freshmen.*

When a student completes courses 1 and 2, he receives a provisional pass mark. If at any time later in his college course he is found to be deficient in his English, he is required to do additional work until such deficiencies are corrected.

3. ARGUMENTATION. A systematic study of the principles of argumentation. In the recitations, careful attention is given to the analysis of propositions, methods of briefing, the employment of evidence in the proof, refutation, the preparation of forensics from briefs, and the oral debate. Class debates furnish training in extemporaneous debating, and, also, serve to illustrate the principles studied in the recitation.

*Three hours. First semester. Required of Sophomores.*

4a. NARRATIVE AND DESCRIPTIVE COMPOSITION. A special study is made of the short-story, the novelette, and dramatic composition. Lectures, conferences, reports and themes. This course is open only to Sophomores with a high rank in English 1 and 2.

*Three hours. Second semester.*

4b. ADVANCED COMPOSITION. A study of the technique of composition and practice, oral and written, in the various forms. Attention is given to the diary, familiar essay, book review, persuasive address, editorial, and to studies in personality and action. Lectures, conferences, and reports. This course is open to all Sophomores and is intended to follow and supplement English 1 and 2.

*Three hours. Second semester.*

5. **ADVANCED ARGUMENTATION.** In this course a thorough review is made of the principles of argumentation and debating. This work will include the preparation of numerous briefs and forensics, and daily practice in debating. Open to a limited number of Sophomores, Juniors, and Seniors who have shown ability in previous work in argumentation.

*Three hours. Second semester.*

6. **AMERICAN LITERATURE.** A study of the historical development of American Literature, with special reference to contemporary movements in society, politics, and religion. Reports, lectures, and discussions.

*Three hours. Second semester. Elective for Sophomores.*

7. a. **HISTORY OF ENGLISH LITERATURE** to the end of the Elizabethan Age.

b. **THE DRAMA.** Lectures on the origin and development of the drama and its history from Aeschylus to Shakespeare. Critical study of selected plays of Shakespeare, with required reading of other works of the Elizabethan Age.

*Four hours. First semester. Required of Juniors.*

8. **LITERATURE OF THE SEVENTEENTH AND EIGHTEENTH CENTURIES.** Critical study of selected works of prose and poetry, with lectures on the literary history and biography of the period. Required reading of other works, with research in the Library, reports, abstracts, and discussion in class.

*Four hours. Second semester. Elective for Juniors.*

9. **LECTURES ON LITERARY CRITICISM,** with special reference to fiction. Reading of selected works of the Nine-

teenth Century. Investigation of topics in literary history and criticism. Current literature.

*Four hours. First semester. Elective for Seniors.*

10. ENGLISH LITERATURE OF THE NINETEENTH CENTURY. Special study of Tennyson and Browning.

*Four hours. Second semester. Elective for Seniors.*

11. TEACHER'S COURSE. Designed for those who expect to teach English in secondary schools.

*Extra, one hour. Second semester.*

### SOPHOMORE PRIZE DEBATES

PRELIMINARY DEBATES.—All Sophomores are required to take part in these debates, the subjects of which are announced in the first semester of the Freshman year. A prize for excellence in debate is awarded in each division of the class

*First semester.*

CHAMPION PRIZE DEBATE.—The six speakers presenting the best arguments in the Preliminary Debates participate in the Champion Prize Debate; all other Sophomores present Essays on a prescribed subject, in competition for a prize.

*Second semester.*

### REQUIRED COMPOSITION WORK OF JUNIOR AND SENIOR YEARS

This work, in continuation of that done in courses 1 to 4, is required of all members of the Junior and Senior classes, whether they elect English or not. An essay is presented in each semester, as follows:

12<sup>1</sup>. ESSAYS based on the study of masterpieces of Exposition or Persuasion.

*Junior year, first semester.*

13<sup>1</sup>. THESES on subjects requiring extended investigation.

*Junior year, second semester.*

14<sup>1</sup>. ORIGINAL DECLAMATIONS ON ASSIGNED SUBJECTS. Each member of the Class reads his declamation before a committee, by whom the best twelve are selected for delivery in a prize contest on the evening before Ivy Day.

*Junior year, second semester.*

15<sup>1</sup>. ESSAYS in criticism of some classic in English or American fiction.

*Senior year, first semester.*

16<sup>1</sup>. ORIGINAL PARTS FOR THE SENIOR EXHIBITION. Each student reads his part before a committee, who choose twelve to speak in the Exhibition.

*Senior year, second semester.*

17<sup>1</sup>. COMMENCEMENT PARTS. Every member of the class writes a part, but the Commencement speakers are chosen on the basis of scholarship.

*Senior year, second semester.*

## VIII. FINE ARTS

A course designed to give the student the basis for an intelligent appreciation of the fine arts, Architecture, Sculpture, Painting and Music. Literature, since it already occupies so large a place in the curriculum, is introduced only for the sake of comparison and illustration. Each art is studied (1) for the sake of a historical background, and (2) in order to get acquainted with its ele-

ments and principles. Critical judgment and taste are sought by a constant examination of representative work.

*Three hours. First semester. Elective for Juniors and Seniors.*

## IX. FRENCH

1, 2. BEGINNERS' FRENCH. Pronunciation, Grammar, Reading, Composition.

*Three hours. Through the year. Required of Freshmen that do not present French for admission*

3, 4. INTERMEDIATE FRENCH. A course in general and historical prose. Grammar and Composition.

*Three hours. Through the year. Required of Freshmen who present Elementary French for admission; elective for Sophomores.*

5, 6. ADVANCED FRENCH. Reading in authors belonging to special periods of French Literature.

*Three hours. Through the year. Elective for students that have passed course 4 or that have passed the examination in Advanced French for admission.*

7, 8. A TEACHER'S COURSE IN CONVERSATION AND ADVANCED FRENCH COMPOSITION. The course furnishes practice in speaking and writing French. It consists of dictations, composition, readings and talks in French and aims to enable the student to understand readily French when spoken and to give him thorough training in the use of the idioms of the language. Weekly lectures are also given together with discussions on the practice and methods of teaching, and opportunities for actual teaching are provided.

*Three hours. Through the year. Elective for students*



*that have passed in course 6 and for others with the consent of the instructor.*

9, 10. GENERAL SURVEY OF FRENCH LITERATURE. Lectures, reading, themes.

*Three hours. Through the year. Elective for students that have passed in course 6.*

11, 12. FRENCH LITERATURE OF THE SIXTEENTH AND SEVENTEENTH CENTURIES. Lectures, themes and collateral reading.

*Three hours. Through the year. Elective for Juniors and Seniors and such others as may satisfy the instructor of their ability to undertake the course.*

13, 14. FRENCH LITERATURE IN THE EIGHTEENTH CENTURY. Lectures, translation, collateral reading, and written tests.

*Three hours. Through the year. Elective for Juniors and Seniors and such others as may satisfy the instructor of their ability to undertake the course. Not offered in 1915-1916.*

15, 16. FRENCH LITERATURE IN THE NINETEENTH CENTURY. Lectures, translation, collateral reading, and written tests.

*Three hours. Through the year. Elective for Juniors and Seniors and such others as may satisfy the instructor of their ability to undertake the course. Not offered in 1915-1916.*

17, 18. SCIENTIFIC FRENCH. A course in scientific French is offered, intended to furnish facility in reading and understanding writings of a scientific character. Dike's Scientific French Reader will be used, followed by texts on specific subjects in special departments, and

the reading and discussion of articles from scientific journals.

*One hour. Through the year. Elective for students that have taken course 6. By special arrangement this course may also be taken in conjunction with courses 7 and 8 to count for three hours.*

## X. GEOLOGY

1. PHYSICAL GEOLOGY. A study of the broad facts and principles of the science: the work of the atmosphere; of rain and running water; of lakes and the ocean; of ice as a geological agent; of underground water; of volcanoes and earthquakes; of the general structure of the Earth and the chief classes of rocks; the origin and history of mountains; and the leading facts about ore deposits.

*Three periods of one or two hours each. First semester. Elective for Juniors and Seniors.*

2. HISTORICAL GEOLOGY. A study of the origin of the Earth and its chief relations to the heavenly bodies; of its development throughout the eras of geological time; and the rise and changes of the principal types of animal and plant life. Special attention is given to the history of the North American Continent and its life; to the problem of the age of the Earth, and man's place in nature.

*Three periods of one or two hours each. Second semester. Elective for Juniors and Seniors.*

3. GENERAL GEOLOGY. Advanced studies in selected fields; particularly in the problems of New England Geology.

*Three periods of one or two hours each. First semester. Elective for students who have passed Geology 1 and 2.*

4. GEOGRAPHY. A study of the Earth interpreted geologically and related to human activities. Most of the time is devoted to the United States, Latin-America and Europe.

*Three hours. Second semester. Elective for students who have passed Geology 1 and have passed or are taking Geology 2.*

## XI. GERMAN

The study of German is required during the Freshman or Sophomore year and is elective during the remainder of the course, three hours per week.

The aim of the required work is the acquisition of a thorough knowledge of the fundamentals of German grammar and the ability to translate into good English all texts read. The aim of the elective work is an introduction to the masterpieces of the German drama of the classical period, a general knowledge of the history of German literature, and a comprehensive view of the tendencies in German literature since Goethe's death.

Careful drill in pronunciation and the intelligent reading of the German text are insisted upon. Some practice in conversation is given, and German is used in the class-room as far as is deemed advisable by the instructor. In the elective courses a large amount of collateral reading outside the class-room is expected. Advanced grammar and composition are not lost sight of throughout the course, although no specialty is made of these subjects after the first year.

1, 2. ELEMENTARY GERMAN. Grammar, composition, pronunciation, dictation, reading of graded selections of German prose and poetry.

*Three hours. Through the year. Elective for Freshmen*

*that present French for admission; required of Sophomores that have not taken the equivalent.*

3, 4. INTERMEDIATE GERMAN. Modern prose, narrative and dramatic. Selected works from such authors as Baumbach, Freytag, Grillparzer, Heyse, Keller, Riehl, Storm, and Wildenbruch. Review of the grammar of the first year, and study of the syntax based on the texts read. Prose composition.

The purpose of German 3 and 4 is to give the student facility in reading standard modern narrative prose.

*Three hours. Through the year. Required of the Freshmen that present advanced French and elementary German for admission. Elective for Sophomores and for Juniors that have had German 1 and 2.*

5, 6. INTRODUCTION TO GERMAN LITERATURE OF THE EIGHTEENTH CENTURY. Selected dramas from Lessing, Goethe, and Schiller. The purpose of German 5 and 6 is an introduction to the latest classical period in the history of German Literature. The work of the first semester deals mainly with Lessing, and with the Storm and Stress period as exemplified in the early works of Goethe and Schiller; during the second semester emphasis will be laid on the later works of Goethe and Schiller as expressive of the classical sympathies of the two poets.

German 5 and 6 can be pursued to best advantage by Juniors that have had German 3 and 4. Juniors that have had only German 1 and 2, and that do not plan to elect German 7 and 8, are recommended to elect German 3 and 4.

*Three hours. Through the year. Elective for Juniors.*

7. GOETHE'S FAUST. Part I and selected portions of Part II. In addition to a critical study of the text,

special attention is given to the genesis and development of the Faust legend, and to the life of Goethe as reflected in Faust. Collateral reading in connection with the Faust theme.

*Three hours. First semester. Elective for Seniors only.*

8. INTRODUCTION TO GERMAN LITERATURE OF THE NINETEENTH CENTURY. A rapid survey of the most important movements of the nineteenth century, with illustrative readings from various representative writers. The emphasis for the current year will be placed on the works of Hauptmann and Sudermann.

*Three hours. Second semester. Elective for Seniors.*

9, 10. OUTLINE HISTORY OF GERMAN LITERATURE. German 9 and 10 are intended primarily for Juniors that presented advanced French and German for admission, and have taken German 5 and 6. The work in the history of the literature, one hour a week, will be supplemented by an intensive study of some literary movement or author of the nineteenth century. The subject for 1915-1916 will be the Deutsche Novelle.

*Three hours. Through the year. Elective for Juniors after consultation with the instructor.*

11, 12. SCIENTIFIC GERMAN. These courses are intended for students that wish to acquire a reading knowledge of scientific German. During the first semester a general science reader, such as Meisnest's Introduction to Scientific German, Wait's German Science Reader, or Wallentin's Grundzüge der Naturlehre is used. The work of the second semester depends largely upon the demands of the class. If desired, a monograph dealing with some particular phase of biology, chemistry, or physics is read.

*One hour. Through the year. Elective for Juniors and Seniors.*

13, 14. TEACHERS' COURSE IN GERMAN. German 13 and 14 are presented to students wishing to teach German. The work includes a general review of German grammar, the essentials of phonetics, practice in German conversation and a discussion of the problems, aims, text-books, and theories of instruction with respect to the German language and literature.

*One hour. Through the year. Elective for Seniors.*

## XII. GREEK

The courses in Greek are so arranged as to give the student a first-hand acquaintance with nearly all the divisions of the wide and varied field of Classical Greek Literature. The foremost purpose is to lead to an appreciation of the individual masterpieces read. At the same time the student is encouraged to become acquainted with the entire groups of which these separate works are specimens, and with the history, civilization and art of the periods to which they belong. Lectures and class and individual assignments of library work serve to enlarge the outlook gained from study of a single text. With the same end in view as many additional works as possible are covered through sight reading, and the reading and discussion of translations. While drill in grammar and syntax is not made the main end, accuracy and precision in these subjects are insisted upon throughout the course. Another constant purpose is to prepare intelligent and enthusiastic teachers of the Classics.

Students entering with complete or partial preparation in Greek will be admitted to course 5 or 7, or to



course 3, according to the extent of their preparation. Special attention is called to courses 11 and 12, which require no knowledge of the Greek language, but are intended to bring the student, through English versions, into acquaintance with the whole range of Greek drama.

1, 2. FIRST YEAR GREEK. Grammar and composition, and reading of the Fourth Book of Xenophon's *Anabasis*.

*Three hours. Through the year. Elective for Freshmen.*

3, 4. SECOND YEAR GREEK. Selections from Herodotus, and Homer; the *Alcestis* of Euripides. Review of grammar and syntax.

*Three hours. Through the year. Elective for Sophomores.*

[5. THE GREEK TRAGIC POETS. One play each of Aeschylus, Sophocles and Euripides will be read in the original, and most of the other plays studied in English versions.

*Three hours. First semester. Elective for Juniors and Seniors. Not offered in 1915-1916.]*

[6. PLATO, APOLOGY AND CRITO, and selections from the Republic.

*Three hours. Second semester. Elective for Juniors and Seniors. Not offered in 1915-1916.]*

7. EPIC POETRY. Reading of selected books of the *Iliad*, and of intervening passages in English versions; survey of the *Odyssey*; brief study of the epics of other literatures.

*Three hours. First semester. Elective for Juniors and Seniors.*

8. GREEK LYRIC POETRY.

*Three hours. Second semester. Elective for Juniors and Seniors.*

9a. ELEMENTARY GREEK COMPOSITION, with especial attention to drill in paradigms and constructions.

*One hour. Through the year. Elective for Sophomores, Juniors and Seniors. In alternate years this course will be replaced by*

[9b. ADVANCED GREEK COMPOSITION. Not offered in 1915-1916.]

10. NEW TESTAMENT GREEK. The Gospel of Luke and selected Epistles. Facility in reading is aimed at, with some attention to exegesis.

*Three hours. Second semester. Elective for Sophomores, Juniors and Seniors.*

11, 12. THE GREEK DRAMA IN ENGLISH VERSIONS. No knowledge of Greek is required for these courses. All the plays of Aeschylus and Sophocles will be read, and selected plays of Euripides, Aristophanes and Menander. Some attention will be given to the history of the development of the drama, but the main purpose will be the study of the plays as works of literature.

*Three hours. Through the year. Elective for Juniors and Seniors.*

### XIII. HISTORY AND GOVERNMENT

#### HISTORY

*Other courses in history are given in the department of Biblical Literature and Religion.*

1. MEDIAEVAL EUROPE. A survey of the Roman Empire, the invasions of the German tribes, and a more detailed study of the development of France, Germany, and Italy throughout the Mediæval period. Special attention

is given to such topics as Feudalism, the Crusades, the Church, and the Renaissance.

*Three hours. First semester. Elective for Sophomores.*

2. THE MODERN AGE. The development of the leading Continental European nations up to the present time. A detailed study of the political and constitutional development of England is made. Course 1 must precede course 2.

*Three hours. Second semester. Elective for Sophomores.*

*Courses 1 and 2 are considered fundamental to all later work in history and are also valuable in preparation for many courses in other departments.*

3. AMERICAN HISTORY TO 1829. A study of the establishment of the various European Colonies in America, their expansion, their political, social, and economic development, the struggle between the French and the English for the possession of North America, the causes and progress of the Revolutionary War, the formation of the Constitution, and the rise of political parties.

*Three hours. First semester. Elective for Juniors and Seniors.*

4. AMERICAN HISTORY, 1829 TO THE PRESENT TIME. Attention is centered upon the growth of nationality, upon the political phase of the controversy over slavery, upon the Civil War and Reconstruction, and upon the more important features of recent American History. Course 3 must precede course 4.

*Three hours. Second semester. Elective for Juniors and Seniors.*

5. EUROPE IN THE NINETEENTH CENTURY. Mainly political, introductory to European politics of the present

day. A preliminary study is made of the characteristic features of the Ancient Régime and of the French Revolutionary and Napoleonic periods.

*Three hours. First semester. Elective for Juniors and Seniors.*

6. THE TEACHING OF HISTORY. A study of the problems of secondary instruction with particular reference to history. Lectures on the place of history, the selection and use of text-books and other aids to historical instruction. Lesson plans and the results of observation of actual teaching will be discussed. The teaching of civics will receive some attention.

*One hour. Second semester. Elective for students that have had a minor in history.*

7. GREEK AND ROMAN STATESMANSHIP. Greek and Roman History, studied with special reference to the problems encountered by statesmen in foreign relations and domestic politics.

*Three hours. First semester. Elective for Freshmen. Professor Chase.*

## GOVERNMENT

1. STATE AND MUNICIPAL GOVERNMENT IN THE UNITED STATES. During the first part of the semester the state governments will be considered with attention to the problems which they present in the light of recent social and industrial developments. Most of the time will be given to a study of municipal government. This study will include: the history and development of municipal government in America; the organs of city government and their relation to each other; the relation of the

municipality to public service corporations, and the problems of municipal ownership.

*Three hours. First semester. Elective for Juniors and Seniors.*

2. AMERICAN FEDERAL GOVERNMENT AND PARTY SYSTEM. A study of the American Government, its executive, legislative and judicial departments, together with a study of the relation of the states to the nation and the American Party System, including a sketch of parties, party leaders and of presidential elections, with a study of party machinery and current party problems. Comparisons will be made with two or three European governments, particularly with reference to England.

*Three hours. Second semester. Elective for Juniors and Seniors.*

During the second semester for 1915-1916 fifteen lectures upon Practical Law will be given by Raymond S. Oakes, Esq., Bates 1909.

*One hour per week. Elective for Seniors.*

#### XIV. HOUSEHOLD ECONOMY

A department in Household Economy was opened in 1911. The purpose is to deepen interest in Woman's Work by directing those who are becoming intellectual women to their special contribution to civilization in the home problems of the nation, the city, the town, the institution, or the private home. Its trend is cultural rather than vocational, as best fitted to the Academic College.

I. The work is presented in two courses.

##### BACTERIOLOGY AND SANITATION

These courses aim at making the student a more effective member of the home and of the community through

an appreciative acquaintance with approved modern methods of household and municipal sanitary administration.

Part I, BACTERIOLOGY, deals with the place of the microscopic fungi in nature, and with the structure, life history, and vital activities of yeasts, molds, and various types of bacteria. This study makes possible an understanding of the principles that govern growth and reproduction.

*One hour. First semester. Required of Sophomores.*

Part II, SANITATION, applies these principles to the problems of personal, household, and municipal cleanliness; the construction and care of storage facilities; care, inspection, and sale of food supplies; construction and care of sanitary appliances; drainage; the disposal of wastes; disease, infection, immunity; the sick room; care of the public health, etc. Illustrations are taken from examples of progressive municipal sanitary practice. The place of bacteria in the industries, and their relation to the fertility of the soil are also briefly discussed. Lectures, papers, discussions.

*One hour. Second semester. Required of Sophomores.*

### HOUSEHOLD MANAGEMENT

In this course is discussed the wise division of the income for different needs; for food, housing, educational opportunities, amusements, social betterment, together with questions of marketing, selection of meats, etc., for greatest economy and nutrition, of diet for sick and well, of choice of architecture for home, location, lighting, ventilation, of furnishings for utility and beauty, and economy and suitability in clothes.

*One hour. Through the year. Elective for Juniors and Seniors.*



## XV. LATIN

Latin is offered throughout the four years, three hours a week, except in Latin A and Latin 4a. The courses for Juniors and Seniors are given in alternate years, and are open to both classes.

The courses of study in this department have been arranged with the belief that an acquaintance with Latin literature is an essential of real culture. An effort is made to cultivate the ability to read Latin easily and at sight, to secure grace in translation, an appreciation of the literary worth of the author, and a clear mental picture of the life and times in which each wrote.

Students intending to devote themselves to the teaching of Latin are advised to pursue the study of Latin for at least three years, and of Greek for at least two.

**Latin A.** A thorough review of the fundamental principles of Latin Grammar, and the study of selections from Vergil's *Æneid*.

*Four hours. Through the year. Required of Freshmen that offer only three years of Latin for admission, and are candidates for the degree of Bachelor of Arts.*

**Latin B.** Selected orations of Cicero, selections from Vergil's *Æneid*, elementary Latin Composition.

*Four hours. Through the year. Required of Freshmen that, entering as candidates for the degree of Bachelor of Science, offer only two years of Latin, but desire to qualify for the degree of Bachelor of Arts.*

**1. LIVY: Selections.**

*Three hours. First semester. Required of Freshmen that offer Advanced Latin for admission, and are candidates for the degree of Bachelor of Arts.*

2. HORACE: Odes, Epodes, and *Carmen Sæculare*.

*Three hours. Second semester. Required of Freshmen that have taken Latin I, and are candidates for the degree of Bachelor of Arts.*

3. CICERO: *De Senectute*, *De Amicitia*, and Tusculan Disputations, Book I.

*Three hours. First semester. Elective for Sophomores.*

4. LATIN COMEDY: Two plays of Plautus, and one of Terence.

*Three hours. Second semester. Elective for Sophomores.*

4a. LATIN COMPOSITION. This course is designed to meet the needs of students that expect to teach Latin.

*One hour. Through the year. Elective for Sophomores.*

5. JUVENAL: Selected Satires. Martial: Selected Epigrams.

*Three hours. First semester. Elective for Juniors and Seniors that have completed at least one elective course.*

6. TACITUS: Selections.

*Three hours. Second semester. Elective for Juniors and Seniors that have completed at least two elective courses.*

[7. PLINY THE YOUNGER: Selected Letters. Tibullus, Propertius, and Ovid: Selected Elegies.

*Three hours. First semester. Elective for Juniors and Seniors that have completed at least one elective course. Not offered in 1915-1916.]*

[8. HORACE: Selected Satires and Epistles.

*Three hours. Second semester. Elective for Juniors and Seniors that have completed at least two elective courses. Not offered in 1915-1916.]*

## XVI. MATHEMATICS

1. ALGEBRA AND SOLID GEOMETRY. Ratio and proportion, variation, series, binomial theorem, undetermined coefficients, logarithms, permutations and combinations, continued fractions, theory of equation, graphic algebra, Metzler, Roe and Bullard's College Algebra. This portion of the work closes before the holiday vacation, and the remainder of the semester is given to solid geometry, which includes polyhedral angles, the various solids bounded by planes, the cone, the cylinder, and the sphere. This course includes a large amount of original work in demonstration and computation. Phillips and Fisher's Elements of Geometry.

*Three hours. First semester. Required of all Freshmen for the B.S. degree; elective for the A.B.*

2. SOLID GEOMETRY AND TRIGONOMETRY. Plane Trigonometry with problems and applications. Phillips and Strong's Trigonometry.

*Three hours. Second semester. Required of all Freshmen for the B.S. degree; elective for the A.B.*

3. SPHERICAL TRIGONOMETRY, SURVEYING AND PLANE ANALYTIC GEOMETRY. This is a continuation of course 2, with problems and applications to astronomy. This portion of the work closes the fourth week and the remainder of the time before the holiday recess is given to surveying which includes the theory of chain, compass, and transit surveying, leveling, the adjustment and use of instruments, computation of area, and scale drawings. Hodgman's Land Surveying. The remainder of the term is given to Plane Analytic Geometry. A study of the point and line. Tanner and Allen's Analytic Geometry.

*Three hours. First semester. Elective for Sophomores.*

4. ANALYTIC GEOMETRY. A continuation of course 5. The circle and transformation of co-ordinates, conic sections, equation of second degree, elements of solid analytic geometry.

*Three hours. Second semester. Elective for students that have taken Course 3.*

5. DIFFERENTIAL CALCULUS. Differentiation of algebraic and transcendental functions with application to problems, change of the variables in derivatives, maxima and minima of functions of two or more independent variables, curve tracing, envelopes. Osborne's Differential and Integral Calculus.

*Three hours. First semester. Elective for students that have taken courses 3 and 4.*

6. INTEGRAL CALCULUS. Various methods of integration with applications.

*Three hours. Second semester. Elective for students that have taken the previous courses.*

7. INTEGRAL CALCULUS COMPLETED AND DIFFERENTIAL EQUATIONS. Integration as a summation, successive integration, surface, volume and moment of inertia of any solid, centre of gravity, pressure of fluids, force of attraction. This portion of the work closes with the tenth week of the first semester and the remainder of the semester is given to Differential Equations (Elementary course). Solution of ordinary and partial differential equations with applications to geometry and physics. Campbell's Differential Equations.

*Three hours. First semester. Elective for students that have taken courses 3 to 6 inclusive.*

8a. DIFFERENTIAL EQUATIONS COMPLETED. This is a continuation of course 7 and closes before the spring vacation.

8b. DETERMINANTS AND THEORY OF EQUATIONS. This course is devoted to determinants, complex quantities, properties of polynomials, general properties of equations, symmetric functions, limits and separations of the roots of an equation, elimination and solution of numerical equations. Barton's Theory of Equations.

*Three hours. Last eleven weeks of the second semester. Elective for Seniors.*

## XVII. ORATORY AND VOICE CULTURE

The required work in Oratory of the Freshman and Sophomore years, is largely preparatory in its nature, and deals with the technical side of Public Speaking. The student is shown the relation of the mind to Vocal and Pantomimic Expression, and is taught to think more clearly and definitely. Concentration, sequence of ideas and conception are studied the Freshman year, and the logical action of the mind, as shown by the various methods of emphasis, is discussed and exemplified the Sophomore year. Vocal and Pantomimic training is studied and attention is called to faults of tone and bearing, and to mannerisms and defects in speech.

1. THE STUDY AND DEVELOPMENT OF ELEMENTAL THOUGHT PROCESSES AS RELATED TO VOCAL EXPRESSION. Attention. Sequence of Ideas. Conception.

Vocal Training. Correct method of breathing. Openness of tone passage. Preparatory actions for speech. Ease, freedom, and openness in tone production. The study of articulation, enunciation, and pronunciation.

Prize Speaking, in which every member of the Freshman Class is prepared by special instruction and drill,

and in which the principles studied in class are applied to public speaking.

*One hour. Second semester. Required of Freshmen.*

2. THE DEVELOPMENT OF THE LOGICAL INSTINCT IN SPEAKING. The study of Emphasis and its various forms of expression. Inflection. Change of Pitch. Pause. Antithesis. Subordination. Movement. Force.

Vocal Training, to secure control of breath and elasticity of tone.

*One hour. First semester. Required of Sophomores.*

Prize Speaking, in which every member of the Sophomore Class is prepared by special instruction and drill.

*One hour. First semester. Required of Sophomores.*

3. PUBLIC SPEAKING. Beginning with the simplest forms of extempore speaking, each student is required to describe before the class something from his own experience, as a visit to some large city, a noted building, a work of art, a journey taken, until some freedom in speaking before the class has been gained and then the parts of the speech (the introduction, statement, body and conclusion) are studied and more finished speeches are made by the students. These speeches are criticized for form and manner of delivery, by the students and instructor.

Special training for students competing for the Junior Exhibition.

*One hour. Second semester. Elective for Sophomores.*

4. PUBLIC SPEAKING (CONTINUED). This course is open to the members of the Junior and Senior classes who have completed the preceding courses. The various forms of "Speeches for Special Occasions" are studied



and original examples are presented by each member of the class.

*One hour. First semester.*

5. DEVELOPMENT OF THE DRAMATIC INSTINCT. The study of a Shakespearean play and short scenes from the old comedies.

*One hour. Second semester. Elective for Seniors.*

6. CLASS IN METHODS OF TEACHING ELOCUTION AND ORATORY designed to aid those who may have to coach students in Prize Speaking contests and Graduating Parts.

*One hour. Second semester. Elective for Seniors.*

## XVIII. PHILOSOPHY

1. CHRISTIAN ETHICS. The aim of this course is to derive from the life and teachings of Christ the ideals and principles that are permanently applicable to human conduct, and to show their relations to the problems of individual character and of social progress presented in the life of today. The Bible and Stalker's "Life of Christ" are used as text-books. There is a constant endeavor to make the work practical. To this end, topics requiring special reading are assigned, essays and discussions are prescribed, and occasional talks and lectures are given.

*One hour. First semester. Required of Freshmen.*

2. PSYCHOLOGY. A general introductory course in the elements of mental activity. The neurological basis of conscious processes is examined, and data thus gained are applied to the explanation of human behavior. The biological point of view is kept constantly in mind.

This course serves as a foundation for the work in Education.

*Three hours. The course is given each semester. Elective for Sophomores and Juniors.*

3. ADVANCED PSYCHOLOGY. A more intensive and extended study of psychological principles, and of their application to the practical problems of individual and social development.

*Three hours. First semester. Elective for students that have had Course 2.*

4. PSYCHOLOGY OF THE MORAL AND RELIGIOUS LIFE. The course is designed to acquaint the student with the psychological principles upon which character and personality are founded, and with the facts and forces that underlie religious experience.

*Three hours. Second semester. Elective for students that have had Course 2.*

5. HISTORY OF PHILOSOPHY. The aim of the course is to familiarize the student with the fundamental problems of philosophy as they have developed historically, and to give him some exercise in critical and constructive thinking.

*Three hours. First semester. Elective for Juniors and Seniors.*

6. CURRENT PHILOSOPHICAL THOUGHT. This course is designed to give the student an acquaintance with the problems of thought as they have been modified by modern science. Such theories as Materialism, Realism, Evolution, Pragmatism will be studied topically.

*Three hours. Second semester. Elective for Juniors and Seniors.*

7. LOGIC. A study of the principles of thought both

deductive and inductive, followed by extended exercises in a practical evolution of arguments.

*Three hours. First semester. Elective for Juniors and Seniors.*

[8. ETHICS. A course in the history, theories, and applications of morality. After a brief summary of the course of moral development, an examination of various ethical theories is made with a view to finding a satisfactory basis for individual and social morality. Stress is then laid upon the application of ethical principles to the problems and conditions of life today.

*Three hours. Second semester. Elective for Juniors and Seniors. Not offered in 1915-1916.]*

## XIX. PHYSICS

### 1. ELEMENTARY MECHANICS.

*Three hours per week. Second semester. Required of Freshmen that are candidates for the degree of B. S.*

### 2, 3. GENERAL PHYSICS. A continuation of course 1.

*Two recitation periods and one two-hour laboratory period per week. Through the year. Required of Sophomores that are candidates for the degree of B. S.*

Courses 1, 2, 3 form the basis for advanced work in physics. They treat of the fundamental principles of the entire subject, mechanics of solids, liquids, and gases, heat, magnetism and electricity, sound, and light. While emphasis is placed on the mathematical treatment of the subjects, considerable attention is given to the descriptive and historical aspects of physics.

The laboratory work is purely quantitative and is designed to illustrate the principles studied in the classroom, to train the student's power of observation, and to

give him some technical knowledge of physical measurements.

#### 4, 5. GENERAL PHYSICS.

*Two recitation periods and one two-hour laboratory period per week. Through the year. Elective for Sophomores that are candidates for the degree of A. B.*

Courses 4, 5 are designed to meet the needs of students that intend to teach physics in a High School. The cultural rather than the technical side of the subject will be emphasized. A representative high school text will be read and discussed in the class-room, while the laboratory work will include many experiments suitable for use in secondary schools.

#### 6, 7. LABORATORY PHYSICS.

*Three two-hour periods. Through the year. Elective for Juniors that have passed the Sophomore Physics and Mathematics with credit.*

Courses 6, 7 are designed to give the student a good working knowledge of practical physics. The problems studied include the calibration and standardization of various measuring instruments; the determination of specific heat; experiments on the diffraction and interference of light, spectrum analysis; measurements of currents, electromotive forces, capacities, and magnetic constants. The apparatus available for these courses is of high grade and includes standards of length, resistance, capacity, etc., certified by the Physikalisch-Technische Reichsanstalt.

#### 8. LABORATORY PHYSICS (advanced course).

*Three three-hour periods per week. First semester. Elective for Seniors that have completed Physics 6, 7 and Mathematics 5, 6.*

This course comprises electrical measurements of precision: including high and low resistance, temperature coefficients of resistance, absolute capacity determinations, current and potential measurements with the potentiometer and standard cells, magnetic properties of iron, etc. The student is expected to arrange the necessary apparatus and to construct in the shop such subsidiary apparatus as may be needed. He is required to make use of the reference library in studying the various methods employed in practical and absolute electrical measurements.

#### 9. DYNAMOS AND MOTORS.

*Three hours per week. First semester. Elective for Seniors that have completed Physics 6, 7 and Mathematics 5, 6,*

A study of the theory, construction, and operation of direct and alternating current apparatus: generators, motors, synchronous converters, transformers, etc. The solution and discussion of a large number of practical problems forms an important part of the work. Experimental illustration in the laboratory is correlated with the class-room work.

#### 10. THEORY OF ELECTRICITY.

*Three hours per week. Second semester. Elective for Seniors that have completed Physics 9 and Mathematics 7.*

A mathematical treatment of the subject, including terrestrial magnetism, compensation of ship's compass, electrostatics, conduction through gases, etc.

### MECHANICAL DRAWING

The courses in drawing are designed to meet the requirements of students intending to study civil, mechanical, or electrical engineering. The work is made as practical as possible.

1, 2. MECHANICAL DRAWING. The use of instruments. Geometrical problems and projection. Simple mechanical details. Introductory to all courses in drawing.

*Three periods per week. Through the year. Elective for Freshmen.*

3, 4. MACHINE DRAWING. Elementary course.

*Three periods per week. Through the year. Elective for Sophomores.*

5. TOPOGRAPHICAL DRAWING.

*Three periods per week. Second semester. Elective for Sophomores.*

## XX. SPANISH

1, 2. ELEMENTS OF SPANISH. Pronunciation, grammar, composition, translation of graded selections of prose and poetry, sight-reading and dictation.

*Three hours. Through the year. Elective for Sophomores, Juniors and Seniors.*

3, 4. ADVANCED READINGS IN SPANISH CLASSICS, AND COMPOSITION.

*One hour. Through the year. Elective for students who have passed Spanish 1 and 2.*

## XXI. HYGIENE AND PHYSICAL EDUCATION FOR MEN

### HYGIENE

The Director of Physical Training gives each young man entering the Freshman Class a thorough physical examination during the first term of his attendance at College. From the measurements and strength tests taken, a chart is made out for each student, showing his size, strength, and symmetry, in comparison with the



normal standard, and also what parts of the body are defective in either strength or development. A handbook containing the exercises prescribed for the correction of any physical defects shown by his chart, and giving specific directions in regard to diet and bathing, is furnished each student.

When any student is found defective in vision, he receives from one of the college oculists the specific treatment that his case may require.

#### *Oculists*

ANSON A. COBB, M. D., 236 Main St., Auburn.

CHARLES E. NORTON, M. D., 118 Lisbon Street.

FREDERICK S. WAKEFIELD, A. B., M. D., 342 Main Street.

GEORGE P. EMMONS, A. M., M. D., 147 Lisbon Street.

1, 2. **HYGIENE.** A course of practical lectures dealing with certain phases of personal hygiene: ways and means of securing and conserving health; habits; causes of disease; carriers of disease; defences against disease.

*One hour. First and second semesters. Required of Sophomores.*

#### PHYSICAL TRAINING

1. **CLASS EXERCISES:** Military drill, setting-up exercises, and Indian-club swinging. Squad exercises (graded to suit the strength of each division): Basketball, indoor athletics, chest-weights, developing appliances, bar, rings, etc. From the first of November to the first of April. Required of Freshmen.

2. **CLASS EXERCISES:** Setting-up exercises, dumb-bell drill. Squad exercises: Boxing, wrestling, and heavy gymnastics, basketball, bowling, indoor athletics. Required of Sophomores.

3. **CLASS EXERCISES:** Setting-up exercises, fencing with

single sticks and with broad-swords. Squad exercises: Basketball, indoor athletics, heavy gymnastics. Required of Juniors.

## HYGIENE AND PHYSICAL EDUCATION FOR WOMEN

### 1. HYGIENE, ANATOMY AND PHYSIOLOGY.

(a). Hygiene. A course of ten lectures on the proper management, protection and care of the human body.

*First semester. Required of Freshmen.*

(b). Anatomy and Physiology. This course aims to give a practical knowledge of the structure and operation of the human body.

*Three hours. First semester. Elective for Freshmen.*

2. PHYSICAL TRAINING. The department of Physical Training aims at the promotion of bodily health and strength, the correction of faulty postures, relaxation from mental work and the development of precision, alertness and grace of movement.

NOTE—A careful physical examination is made of each new student by a woman physician and the physical director, to ascertain her abilities and limitations.

A fee of \$10 is charged to cover examination, gymnasium suit, shoes and dues to the Athletic Association for the first semester.

(a). Indoor work in the well-equipped gymnasium includes:

(1). Swedish gymnastics. Floor drills, marching and apparatus work.

(2). Aesthetic gymnastics. Rhythmical movements for the whole body.

(3). Corrective gymnastics. Special exercises to overcome faults of posture, lateral curvature of the spine, round shoulders, weak and flat feet.

(4). Theory of gymnastics with practice in teaching. A study of the Swedish system of gymnastics for the school room. School room games. Especially adapted for those wishing to teach.

*Three hours. Required of Freshmen, Sophomores and Juniors. Elective for Seniors.*

(b). Outdoor work includes:

(1). Games. Basketball, field hockey, tennis, volley ball. (Open to members of the Athletic Association.) All games are supervised.

(2). Other outdoor exercise and recreation. Walks, cross country walks, hare and hound, etc.

*One hour daily. Required of all young women unless excused by the physical director.*

## OUTLINE OF STUDIES

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The figure preceding a subject indicates the number of the course in that study as explained on pages 43 to 90. The figure following a subject indicates the number of exercises per week. Electives are italicized. The left-hand column in the Freshman year shows the arrangement of courses for students who are candidates for the A. B. degree; the right-hand column, the arrangement for candidates for the B. S. degree. Subjects in square [ ] are not offered in 1915-1916.

### FRESHMAN YEAR

#### *First Semester*

A. B.		B. S.	
1	Christian Ethics	1	Christian Ethics
1	English	1	English
1, 3, 5	French or	1, 3	French or
1, 3	German	1, 3	German
1	Latin	1	Mathematics
	Latin A	1	<i>Economics</i>
1	<i>Economics</i>	1	<i>Physiology</i>
1	<i>Greek</i>	1	<i>Mechanical Drawing</i>
1	<i>Mathematics</i>	1	<i>Ornithology</i>
1	<i>Mechanical Drawing</i>	8	<i>Statesmanship</i>
1	<i>Ornithology</i>		
1	<i>Physiology</i>		
8	<i>Statesmanship</i>		

*Second Semester*

2 English	3	2 English	3
2, 4, 6 French or	3	2, 4 French or	3
2, 4 German	3	2, 4 German	3
2 Latin	3	2 Mathematics	3
Latin A	4	1 Oratory	1
1 Oratory	1	1 Physics	3
1 <i>Biblical Literature</i>	3	1 <i>Biblical Literature</i>	3
[1 <i>Botany</i>	3]	[1 <i>Botany</i>	3]
2 <i>Botany</i>	3	2 <i>Botany</i>	3
2 <i>Economics</i>	3	2 <i>Economics</i>	3
2 <i>Greek</i>	3	2 <i>Mechanical Drawing</i>	3
2 <i>Mathematics</i>	3	2 <i>Ornithology</i>	1
2 <i>Mechanical Drawing</i>	3		
2 <i>Ornithology</i>	1		

## SOPHOMORE YEAR

For differences between the A. B. and B. S. courses after the Freshman year consult Major and Minor Requirements on pages 98-100.

*First Semester*

1 *Bacteriology	1	3 <i>Greek</i>	3
3 English	3	5 <i>Greek</i>	3
1 German	3	9 a <i>Greek</i>	1
1 **Hygiene	1	1, 5 <i>History</i>	3
2 Oratory	1	3 <i>Latin</i>	3
2 Physics (B. S.)	3	4 a <i>Latin</i>	1
1 <i>Chemistry</i>	3	3 <i>Mathematics</i>	3
3 <i>Descriptive Geometry</i>	3	2 <i>Oriental History</i>	3
1, 3 <i>Economics</i>	3	4 <i>Physics</i> (A. B.)	3
5, 7, 9 <i>French</i>	3	1 <i>Spanish</i>	3
3 <i>German</i>	3	1 <i>Zoölogy</i>	3

\* Required of women.

\*\* Required of men.

*Second Semester*

2 German	3	10 Greek	3
2 **Hygiene	1	9 a Greek	1
3 <i>Physics</i> (B. S.)	3	2 <i>History</i>	3
2 <i>Psychology</i>	3	4 <i>Latin</i>	3
2 *Sanitation	1	4 a <i>Latin</i>	1
2 <i>Chemistry</i>	3	4 <i>Machine Drawing</i>	3
3 <i>Oriental History</i>	3	4 <i>Mathematics</i>	3
[1 <i>Botany</i>	3]	3 <i>Oratory</i>	1
2 <i>Botany</i>	3	5 <i>Physics</i> (A. B.)	3
2, 4 <i>Economics</i>	3	2 <i>Psychology</i>	3
4, 5, 6 <i>English</i>	3	2 <i>Spanish</i>	3
6, 8, 10 <i>French</i>	3	5 <i>Topographical</i>	
4 <i>German</i>	3	<i>Drawing</i>	3
4 <i>Greek</i>	3	2 <i>Zoölogy</i>	3

\* Required of women.

\*\* Required of men.

JUNIOR YEAR

*First Semester*

7 English	4	1 <i>Government</i>	3
1 <i>Astronomy</i>	3	[5 <i>Greek</i>	3]
4 <i>Biblical Literature</i>	3	7 <i>Greek</i>	3
3 <i>Chemistry</i>	3	9 a <i>Greek</i>	1
1, 3, 7 <i>Economics</i>	3	11 <i>Greek Drama</i>	3
1 <i>Education</i>	3	8 <i>Hebrew</i>	3
5 <i>English</i>	3	3, 5 <i>History</i>	3
1 <i>Fine Arts</i>	3	1 * <i>Household Man-</i>	
5, 7, 9, 11 <i>French</i>	3	<i>agement</i>	1
[13, 15 <i>French</i>	3]	5 <i>Latin</i>	3
17 <i>French</i>	1	[7 <i>Latin</i>	3]
1, 3 <i>Geology</i>	3	7 <i>Logic</i>	3
5, 9 <i>German</i>	3	5 <i>Mathematics</i>	3

\* Elective for women.



4	<i>Oratory</i>	1	10	<i>Physics</i>	1
4, 5	<i>Philosophy</i>	3	2, 3	<i>Psychology</i>	3
6	<i>Physics</i>	3	1	<i>Spanish</i>	3
[8	<i>Physics</i>	3]	3	<i>Zoölogy</i>	3

*Second Semester*

2	<i>Astronomy</i>	3	6	<i>Greek</i>	3
5	<i>Biblical Literature</i>	3	9 a	<i>Greek</i>	1
4	<i>Chemistry</i>	3	12	<i>Greek Drama</i>	3
9	<i>Chemistry</i>	1	9	<i>Hebrew</i>	3
2, 5, 8	<i>Economics</i>	3	4, 6	<i>History</i>	3
2	<i>Education</i>	3	2	<i>*Household Man-</i>	
5	<i>English</i>	3		<i>agement</i>	1
8	<i>English</i>	4	6	<i>Latin</i>	3
8	<i>Ethics</i>	3	[8	<i>Latin</i>	3]
2	<i>Fine Arts</i>	3	6	<i>Mathematics</i>	3
6, 8, 10, 12	<i>French</i>	3	6	<i>Philosophy</i>	3
[14, 16	<i>French</i>	3]	7	<i>Physics</i>	3
18	<i>French</i>	1	10	<i>Physics</i>	1
2, 4	<i>Geology</i>	3	2, 4	<i>Psychology</i>	3
6, 10	<i>German</i>	3	2	<i>Spanish</i>	3
2	<i>Government</i>	3	4	<i>Zoölogy</i>	3
10	<i>Greek</i>	3			

## SENIOR YEAR

*First Semester*

1	<i>Astronomy</i>	3	3, 4	<i>Education</i>	3
6	<i>Biblical Literature</i>	3	5	<i>English</i>	3
5	<i>Chemistry</i>	3	9	<i>English</i>	4
7 and 8	<i>Chemistry</i>	2	1	<i>Fine Arts</i>	3
11	<i>Chemistry</i>	3	5, 7, 9, 11	<i>French</i>	3
1, 3, 7	<i>Economics</i>	3	[13, 15	<i>French</i>	3]

\* Elective for women.

17 <i>French</i>	1	5 <i>Latin</i>	3
1, 3 <i>Geology</i>	3	[7 <i>Latin</i>	3]
7 <i>German</i>	3	7 <i>Logic</i>	3
13 <i>German</i>	1	7 <i>Mathematics</i>	3
1 <i>Government</i>	3	4 <i>Oratory</i>	1
[5 <i>Greek</i>	3]	5 <i>Philosophy</i>	3
7 <i>Greek</i>	3	3 <i>Psychology</i>	3
9 a <i>Greek</i>	1	8, 9 <i>Physics</i>	3
11 <i>Greek Drama</i>	3	1 <i>Sociology</i>	3
8, 10 <i>Hebrew</i>	3	1 <i>Spanish</i>	3
3, 5 <i>History</i>	3	5 <i>Zoölogy</i>	3
1 * <i>Household Man-</i>		7 a <i>Zoölogy</i>	2
agement	1	7 b <i>Zoölogy</i>	1

*Second Semester*

2 <i>Astronomy</i>	3	2 <i>Government</i>	3
7 <i>Biblical Literature</i>	3	[6 <i>Greek</i>	3]
6 <i>Chemistry</i>	3	8, 10 <i>Greek</i>	3
9 <i>Chemistry</i>	1	9 a <i>Greek</i>	1
10 <i>Chemistry</i>	2	12 <i>Greek Drama</i>	3
11 <i>Chemistry</i>	3	9, 11 <i>Hebrew</i>	3
2, 5, 8 <i>Economics</i>	3	4, 6 <i>History</i>	3
3, 6 <i>Education</i>	3	2 * <i>Household Man-</i>	
5 <i>English</i>	3	agement	1
10 <i>English</i>	4	6 <i>Latin</i>	3
8 <i>Ethics</i>	3	[8 <i>Latin</i>	3]
2 <i>Fine Arts</i>	3	7 <i>Logic</i>	3
11 <i>English</i>	1	8 <i>Mathematics</i>	3
6, 8, 10, 12 <i>French</i>	3	5, 6 <i>Oratory</i>	1
[14, 16 <i>French</i>	3]	6 <i>Philosophy</i>	3
18 <i>French</i>	1	10 <i>Physics</i>	3
2, 4 <i>Geology</i>	3	2 <i>Sociology</i>	3
8 <i>German</i>	3	2 <i>Spanish</i>	3
14 <i>German</i>	1	6 <i>Zoölogy</i>	3

\* Elective for women.

After the first semester of the Freshman year students elect subjects enough to make not less than 15 hours per week (16 including Oratory), and not more than 17, except by special permission.

The courses of instruction offered lead to the degree of Bachelor of Arts or Bachelor of Science.

## DEGREES AND HONORS

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The courses of instruction offered lead to the degree of Bachelor of Arts or Bachelor of Science.

### BACHELOR'S DEGREE

The Bachelor's degree is conferred on all students that complete satisfactorily one hundred and twenty-two semester hours in the requisite courses. Each candidate for this degree must submit not later than May 15th of his Senior year a thesis of not less than one thousand words upon some subject representative of his accepted Major. His subject for this thesis must be selected from a list presented by the head of the department in which he has chosen his Major. Candidates are invited to submit subjects for the approval of those in charge of the lists.

It is understood that each list from which choices are to be made will be presented not later than Friday of the eleventh week of the first semester.

### MASTER'S DEGREE

The degree of Master of Arts is conferred on graduates of the College of at least three years' standing who have completed one year's graduate non-professional study or its equivalent. Either two or three subjects may be selected, with the advice and under the direction of the heads of the College departments. Evidence of proficiency is to be given by examinations and theses. Theses must be presented and fee paid as early as June 1st, and

final examinations must be passed not later than ten days before the annual Commencement. The fee is \$10.00. Modifications of the foregoing conditions may be granted resident graduates. Further information on the subject may be obtained by writing to the Secretary.

## GROUP ARRANGEMENT OF STUDIES

The different departments of instruction are arranged under three groups: I, Languages; II, Philosophy (including History and the Social Sciences); and III, Sciences (including Mathematics).

GROUP I	GROUP II	GROUP III
<i>Languages</i>	<i>Philosophy</i>	<i>Sciences</i>
English	Biblical Literature	Astronomy
French	and Religion	Botany
German	Economics	Chemistry
Greek	Education	Engineering
Hebrew	Ethics	Geology
Latin	Fine Arts	Mathematics
Spanish	Government	Ornithology
	History	Physics
	Philosophy	Physiology
	Psychology	Zoölogy

## REQUIREMENTS

A candidate for the degree of Bachelor of Arts must complete before graduation a Major subject in Group I or II, and a Minor subject, beginning after the Freshman year, in each of the other Groups. A candidate for the degree of Bachelor of Science must complete before grad-

uation a Major and a Minor subject in Group III, and a Minor in each of the other Groups.

A candidate for either degree must complete a year's work, three hours a week, in both French and German; these subjects, if begun in College, must be completed at the end of the Sophomore year. No student will be permitted to begin both French and German in his Freshman year.

If a student presents less than two years of French for entrance to College, he must take French in his Freshman year; if a student presents two or more years of French for entrance to College, he may elect both French and German in his Freshman year.

In complying with the above conditions, subjects indicated as required in the "Outline of Studies" may count equally with electives. A student in making his selections for the Junior year should indicate in which Group he intends to secure his Major, and in making his selections for the Senior year should indicate the Departments in which he intends to secure his Major and his Minors.

## MAJORS AND MINORS

All candidates for degrees are required to make their selections with reference to Major and Minor subjects.

A Major subject is one which is pursued at least three hours a week, including the Senior year; in case of "alternate" courses in the foreign languages, if a Senior course is pursued during the Junior year, the Major may be completed at the end of the Junior year.

A Minor subject is one which is pursued at least three hours per week for two consecutive years, or consists of six three-hour courses of definitely related subjects, and may be pursued in any of the subjects possible for Majors.



In certain other cases, by arrangement with the Committee on Curriculum, a Major or a Minor study may be kept up by a combination of related courses from different departments.

English 1, 2, French 1, 2, German 1, 2 (if begun in the Freshman year), History 8, Latin A, B, and Physics 1 must not be counted towards a Minor.

## HONROS

The method of awarding honors and assigning Commencement parts is as follows: Six honors, three to young men and three to young women, are awarded for Scholarship in each of the three general Groups as given under the Group Arrangement of Studies.

From the eighteen persons receiving these honors eight are selected to deliver Commencement parts.

1. A committee of three shall be appointed representing each group of studies, who shall present to the Faculty for consideration the names of members of the Senior Class whose rank is 85 or more in any group, and averages at least 80 in all studies.

2. In making up the rank for the assignment of honors, the work of the Freshman year shall not be counted.

3. In awarding honors in any group of studies amount of work as well as rank shall be considered, and in deciding between candidates preference shall be given to the one having the largest number of courses, unless the rank of one having a smaller number is higher than that of the others in any equal number of courses.

4. A student whose rank entitles him to an honor in more than one group of studies shall receive appropriate recognition of that distinction.

# STUDIES AND STANDING

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## REGISTRATION

The committee on registration is in session on the first day of each term, and all students are required to register at that time unless previously excused. Students failing to comply with the above requirement are charged one dollar for subsequent registration, and this sum will be collected with their term bills.

## ABSENCE FROM RECITATIONS

No excuse for absence from recitations or other class exercises will be granted on the ground of social, literary or athletic engagements.

No student will be excused from regular work to prepare for or to take an examination. Any examination taken under such conditions shall be regarded as a failure.

Students that have been absent one week or more from any course are required to take at least one written lesson for each four weeks of absence, or fraction thereof.

## EXCUSES

The excuse officer for young men is the President, or, in his absence, the Acting President; for young women, the Dean. These officers will have regular office hours and may be found at their offices every day on which recitations are held. Whenever possible excuses should be obtained before the absences occur. Claims for excuses must be presented within two days after students return.

The Registrar will keep at her office a complete record of all absences and of all excuses granted.

For every unexcused absence from class one-fifth of an hour's semester credit will be deducted from the student's total credits; and for each unexcused absence from College exercises immediately preceding or immediately following a recess or a vacation a double penalty is imposed.

Excuses for tardiness must be presented to the instructor at the hour at which the tardiness occurs. Otherwise such tardiness will be treated as an unexcused absence.

## EXAMINATIONS

Written examinations are given at the close of each Semester and at such other times as the instructors may determine.

## RANK BILLS

These are sent to the parent or guardian of each student at the close of each Semester.

## STUDENT ADVISERS

Near the beginning of the College year the young men of each class are divided into groups; and for each group some teacher acts as a special adviser. The attempt is made to assure to each student a true friend from whom in any perplexity or emergency he may freely ask counsel and aid. It is one of the cherished aims of the College to foster intimate and mutually helpful relations between teachers and students. At a stated time and place once a month each student reports his church attendance to his adviser.

## HEALTH OF STUDENTS

The health of students is an object of constant care. Physical examinations are given each year and suitable exercise is prescribed for each student. Lewiston has two of the best Hospitals in New England, and these are always open at special, reasonable rates to students requiring the services of skilful physicians or surgeons.

## BUILDINGS AND EQUIPMENT

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The College has fifteen buildings. These are kept in good repair and in the best sanitary condition. They are all heated by steam and lighted by electricity.

### CHAPEL

What was long the most urgent need of the College, a suitable place for daily worship by Faculty and students, is at length fully met. Through the wonderful generosity of a devout Christian woman the sum of \$60,000 was in January, 1912, placed in the hands of the Treasurer of the College to ensure the erection of a worthy Chapel and the installment of an appropriate organ. To this amount \$5,000 was subsequently added. The building is 125 feet in length and 55 feet in breadth. It affords seats for 900 persons, 800 upon the floor and 100 in the gallery. The latter is at the front end of the building and above the main entrance. On exceptional occasions, such as Commencement, the seating capacity can be increased by utilizing the spacious chancel to more than one thousand. There are two rooms connecting directly with the chancel—one on either side. One of these rooms is for the choir; the other for those officiating in the religious services. The organ, built by Hook and Hastings of Boston, is placed directly over the choir room. It is an instrument worthy of the Chapel and its sacred uses. The Chapel is of granite and is of Gothic design, after the English collegiate style. The audience room is open to the roof, thus disclosing its supporting timbers. There are four towers, two at each

end in conformity to the general style of the architecture. The corner stone was laid with appropriate exercises on November 6, 1912. The Chapel was dedicated on January 7, 1914.

### HATHORN HALL

Hathorn Hall, a beautiful and substantial building of three stories, contains an Assembly Room, ten lecture rooms, and a large study and a cloak room for women students. Through the generosity of successive classes, nearly all the rooms in this building have been finished and furnished with excellent taste. This Hall takes its name from Seth and Mary Hathorn, of Woolwich, Me., who in the early history of the institution contributed generously toward its erection.

### HEDGE LABORATORY

The building of the department of Chemistry is called Hedge Laboratory, in honor of the late Isaiah H. Hedge, M. D., of Waukon, Iowa, who furnished the means for its erection. It is a two-story building finely located and of attractive modern style. Important improvements in this building have recently been made by which its capacity has been increased considerably and the general conveniences much improved. On the first floor of the laboratory are the chemical lecture room, with rooms adjoining for chemicals and apparatus, and a class laboratory room fitted up with tables and sinks sufficient to accommodate thirty-two students. The large laboratory room for qualitative analysis occupies the most of the second floor. It is well lighted, thoroughly ventilated, and conveniently fitted with sinks, hoods, and tables sufficient to accommodate seventy-three students. Adjoining this room are



the weighing and apparatus rooms and the private laboratory of the head of the department. The removal of the coal bins and steam boiler from the basement of this building made it possible to use the whole of that floor for stock and laboratory rooms. Excellent accommodation has thus been provided for ninety-seven additional students.

The arrangement and appliances of the whole building are in accordance with most approved plans of modern laboratories.

The enrollment in this department is so large as to render imperative the doubling of the capacity of the Laboratory at the earliest practicable date.

### CARNEGIE SCIENCE HALL

In January, 1908, Mr. Andrew Carnegie made a subscription of \$50,000 for the erection of a new science building. The conditions of the gift having been met, the corner stone was laid during Commencement week of 1911. The building was opened for occupancy in September, 1912, and was dedicated January 14, 1913.

Carnegie Science Hall, with its concrete foundations, its walls of brick and cement, and its steel frame, is unquestionably one of the most permanent and substantially constructed buildings in the State. An important structural feature of this building is its moisture-proof basement, secured by: (1) a carefully planned system of under drains; (2) an extra thick concrete floor—eight inches; (3) an efficient layer of damp proofing, extending throughout the entire floor, four inches below the surface and up into the walls to the height of three feet. The above moisture-proof condition together with the elevation of the basement—it being mainly above the surface

of the ground—has so increased the practical usefulness of this part of the building as to make it nearly equal to any other floor.

Three departments of the College are provided with commodious and convenient accommodations in Carnegie Science Hall.

The most used rooms of the Biological Department are located on the first floor. The lecture and recitation room, in the centre of the building, opposite the main entrance, has a raised floor so that the seats at the rear of the room are two feet above those in the front row. At present the equipment includes: fifty-five iron-framed tablet arm chairs, which are securely fastened to the floor; a lecture and demonstration desk furnished with a sink, two large aquaria, gas and electric connections, cupboards and drawers; a trap in the floor near the centre of the room opens to water and electric connections for lantern work. Provisions have been made so that demonstration charts may be suspended on any wall of the room. A slate blackboard extends across the room back of the instruction table.

Adjoining the recitation room is the department library, known as the Ira H. Bickford Biological Library of Bates College. This library was established by Mr. Bickford in June, 1911, and already contains several hundred bound volumes and many valuable pamphlets. The room is furnished with reference table, chairs, a librarian's desk, book shelving, and card catalogues. Special mention should be made of a valuable collection of ornithological works presented to the Library by Prof. J. Y. Stanton.

Opening out of the library, in the east corner of the building, is the office and private laboratory of the head

of the department. This room, with its desk, wardrobe, lavatory, hood, dissecting table, alberene stone shelves for incubator and paraffin bath, and electric and gas connections, is equipped with the essentials for office and laboratory work.

The laboratory for histology and general microscopy opens out of the main corridor and occupies the northwest corner of the first floor. This room is approximately twenty by forty feet in floor dimensions, and like all the other rooms is unusually well equipped with windows, and electric fixtures for artificial illumination. The furnishings and technical apparatus for this laboratory are extensive, modern, and selected with care as to their special purposes.

Also opening out of the main corridor, and occupying the entire southwest end of this first story, is the large general laboratory for the courses in vertebrate and invertebrate zoölogy. This room has about forty by thirty feet of floor space and is equipped with dissecting tables accommodating forty students, wall cabinets, hood, alberene stone shelves with gas and electric connections, large tank sink of alberene stone, and injecting table. Like other laboratories of the building, this has associated with it a supply room.

The courses in Botany are well provided with laboratory and herbarium facilities on the third floor. The large laboratory in size, location, and equipment is similar to the general zoölogical laboratory on the first floor.

The nucleus of the Herbarium was gathered many years ago by an enthusiastic botanist, the late Dr. Aaron Young. It contained a representative collection of New England plants. Many of the Maine specimens were gathered during the State Geological Survey, conducted

by the late Dr. Charles T. Jackson. The plants chiefly used now, however, in identifying species, constituted the herbarium of the late President Chadbourne of Williams College.

Of this, Dr. O. R. Willis, a distinguished botanist of New York, has said: "It is one of the best working herbariums I have ever examined." Beside its collection of New England plants, including the grasses, sedges, ferns, etc.—in all about two thousand specimens—it has several groups of ferns from other countries, also fairly complete collections of mosses and lichens, named by the highest authorities, and more than a thousand fungi. There are collections of the plants of New Jersey, Tennessee, and Florida, also from several foreign countries, illustrating the identity of many families in Europe and America. There are, also, collections from Greenland, Labrador, and the tropics, and mountain flora from the Rocky Mountains, the White Mountains, and the Alps. There are, besides, some fifteen hundred duplicates. All these collections are in cabinets of the most approved construction.

The entire northeastern half of the third floor has been set aside for a biological museum. This room will be equipped with steel-framed, glass cabinets for museum specimens, as such collections are formed. The Biological Museum is especially fortunate in its extensive and valuable collection of ornithological specimens. In addition to the regular teaching collection, which includes representatives of nearly all the New England species, besides many from other parts of the United States, and from foreign countries, Prof. J. Y. Stanton has presented his entire private collection of mounted birds and

skins. This collection includes several specimens of extinct forms and many rare species.

Generous subscriptions from the Alumni and other friends have made it possible to procure excellent cabinets for preserving the Stanton Ornithological Collection.

The entire fourth floor is used as a vivarium. It is divided into rooms as follows: a large animal room, so-called, furnished with running water, brook and pools for keeping water forms of animals and plants, and with various types of cages and pens for animals other than water forms; a supply room; and a room for the experimental breeding of animals and plants. This last is equipped like the animal room mentioned above.

In the basement, the Biological Department has the following accommodations: A taxidermy and tool room; a supply room; and a dark room. The taxidermy room is equipped with dissecting table, hood, sink, alberene stone shelves with electric and gas connections, wall cabinets of cupboards and drawers, carpenter's bench, lathe, and such glass-ware and tools as are found essential in the work of this much-used room.

The second floor of the building is allotted to the Department of Physics. The lecture room is fitted with seats for fifty-five students, a stereopticon stand, a lecture table equipped with gas, water, and electricity—both alternating and direct current. The room is ventilated by the electric fan.

Adjoining the lecture room is a commodious apparatus room fitted with a large counter and wall shelves. The cabinet is well supplied with apparatus for lecture table and laboratory experiments. Among the more important pieces are a 10-inch induction coil, a Wolff poten-



tiometer and Wheatstone bridge, a galvanometer, an optical bench by Max Kohl, a standard scale, a cathetometer, a Steinheit spectrometer, a Hilger quartz spectrograph, a Gergk vacuum pump, a high grade Thompson projection apparatus, a number of Weston ammeters and voltmeters, besides a large number of thermometers, calorimeters, hypometers, reading telescopes, and micrometers and the accessories of a well-equipped laboratory.

Adjoining the apparatus room is a large laboratory equipped with water, gas, and electricity for advanced work in Physics. This room is fitted especially for electrical work. An experimental circuit runs around the entire room, connecting with the main switch-board; and several reflecting galvanometers are in place. Connected with this laboratory is a photographic dark room and a private laboratory and office for the head of the department.

At the other end of the building is a large laboratory for the elementary work in Physics, fitted with tables and wall shelves, supplied with gas and electricity for experimental work. Adjoining is a supply room.

In the basement of the building is a dynamo room containing the main switch-board that serves both as a main feeder for the building and as an experimental board, two converters for supplying direct current, and a dynamo and a dynamometer for experimental tests. A small shop adjoins the dynamo room, equipped with an assortment of tools for repairing apparatus.

A large Physiological laboratory in the basement is for the present used as a drafting room and contains stands for about forty-five students. This room is fitted with wall cabinets having numerous drawers and cupboards.

The recitation room for the Physiological department



is upon the third floor. In location, size and equipment this room is similar to the recitation room on the first floor.

The rear entrance to the building opens directly into a receiving and unpacking room. Conveniently near this room—directly across the corridor—is the elevator well. An elevator is to be installed at a later date. There are three lavatory rooms, one in the basement, another on the first floor, and a third on the second floor. A large general supply room and a sterilizing room are also located in the basement. An efficient ventilating system is connected with all basement rooms and with the three recitation rooms.

The collections of minerals, ores, rocks and fossils are temporarily stored in the geological laboratory and the basement of Coram Library. All these collections are undergoing revision and reclassification, and will be suitably arranged for use of the students. Educational value is the primary consideration. The common minerals and rocks, and many of rare occurrence are well represented by typical specimens. Additions, both local and foreign, are being constantly added.

### CORAM LIBRARY

Coram Library, dedicated in 1902 and named for Mr. Joseph A. Coram, of Lowell, Mass., who contributed twenty thousand dollars towards its erection, is one of the most beautiful and best planned buildings of its kind. Its reading, reference, seminar, and stack rooms are models of taste and convenience. The furnishings throughout are of the most approved designs for modern libraries.

Individuals disposing of private libraries could find no better place in which to perpetuate the usefulness of

rare and standard works. The shelving capacity has just been largely increased by the construction of a second story stack room.

The library is classified according to the Dewey system; there is a dictionary card catalogue; access to the shelves is entirely unrestricted. Attention is given to helping the students in using the catalogue, reference books, and special bibliographies. Books selected by teachers for special reading in connection with class work are reserved on shelves near the delivery desk.

The number of volumes in the library is about 41,000.

The College library has been selected with special reference to the needs of the several departments. It is composed mainly of modern publications, and contains many important works of reference.

Special funds from which income for the purchase of books is derived are the following:—

The Benjamin E. Bates Library Fund, founded in 1906, by a gift of \$10,000 from Mr. Clement S. Houghton of Boston. This fund was given in memory of Benjamin E. Bates, the son of the Benjamin E. Bates whose name the College bears, and himself for twelve years a devoted and efficient member of the Board of Fellows of the Institution. The income of this fund is expended in the purchase of works upon History, Economics, Sociology and Mathematics—subjects in which Mr. Bates was much interested.

The Stephen and Mary Stickney Library Fund was established in 1909 by a legacy of \$7,000 from Mrs. Mary M. S. Spaulding in memory of her parents.

The French library of the late Isaac L. Rice, LL. D., numbering 1800 volumes and thought to be the most valuable private collection of its kind in America, has been presented recently to the College by the family of

Dr. Rice and will be placed in the Art Room of the Library. This room will be designated hereafter as the Isaac L. Rice Room.

Considering the expense involved in purchasing books most necessary to keep the library abreast of the times, the generous aid of friends of the College is invited to the establishment of new funds.

The library is open during term time from 8.30 A. M. to 12.10 P. M., 1.30 to 5.30 P. M., and from 7 P. M. to 9 P. M., daily, except Sunday.

The privileges of the library are extended to graduates of the College and to the clergymen of Lewiston and Auburn; also to other persons on recommendation of the President or the Library Committee.

One of the largest rooms has been reserved for the reception of statuary, bronzes, pictures, and curios that the friends of the College have been waiting to give when a suitable place should be provided.

Among other valuable gifts are casts of the Apollo Belvedere and the Diana of Versailles—both of heroic size. Under the will of the late George W. Harris of Boston, in commemoration of his intimate friendship with the first Benjamin E. Bates, the College has come into possession of a choice collection of music, including many rare manuscripts.

The College recently received from the late Rev. Dr. and from Mrs. Charles G. Ames, of Boston, an ideal bust of Christ, one of the works of noteworthy merit by Hiram Powers.

Through the generosity of Miss Annette P. Rogers, of Boston, the College has several hundred large photographs, excellent copies of celebrated originals in the famous museums of the old world. Miss Rogers has also

given an admirable card catalogue of the photographs and 20 volumes of helpful books upon art. Several choice oil paintings, copies of masterpieces in the Florentine galleries, have lately been presented to the Library.

### LIBBEY FORUM

Through the generosity of the late Honorable W. Scott Libbey, the Literary Societies and the Christian Associations of the College have been provided with large, beautiful, and convenient rooms—one for each of the three Societies and a fourth for the Y.M.C.A. and the Y.W.C.A. Libbey Forum has been erected to stand, and is probably the most solid and substantial structure in Lewiston. It is complete in all of its appointments. Its spacious corridors, its convenient cloak and toilet rooms, its arrangements for heat and light, and its furnishings, are all in complete harmony with the general design; and the result is an ideal home for the Societies that have long been one of the most unique and attractive features of Bates. It was dedicated on October 1st, 1909, and is now regularly occupied by the organizations for the benefit of which it was erected. The building occupies the large lot on the northern side of Mountain Avenue at its junction with College Street. The completion of this hall made available for important uses of the College the rooms that have been occupied for society purposes in Hathorn Hall and Parker Hall.

### PRESIDENT'S HOUSE

The President's House, a spacious and attractive two-story building originally erected for the President's residence, has since 1895 served as a dormitory for women students.

## PARKER HALL

Parker Hall affords accommodations for about one hundred young men. It has recently been renovated and modernized. The floors throughout are of hard wood. The rooms are arranged in suites, each consisting of a study and a bedroom. A commodious and tastefully furnished reception room, ample shower baths and other sanitary arrangements, and convenient and tasteful student apartments, render this hall one of the most homelike and satisfactory college dormitories in New England. The baseball cage in the basement affords uninterrupted opportunities for practice in the winter and in stormy weather. Parker Hall bears the name of the late Judge Parker of Farmington, one of the chief contributors for this, the second building erected upon the Campus. The immediate supervision and care of this building are entrusted to the Parker Hall Association, made up of the student occupants.

## ROGER WILLIAMS HALL

Roger Williams Hall is an attractive and commodious three-story brick building erected by the late Lewis W. Anthony, Esq., of Providence, R. I. This hall, formerly devoted to the needs of Cobb Divinity School, is now used for College purposes. The first floor is occupied by two large lecture rooms, the offices of the President, the Assistant Treasurer, the Registrar and the Y. M. C. A. Secretary, a reception room and a reading room. The other floors are used for dormitory purposes. The student suites in this building are unusually tasteful and convenient. They accommodate between forty and fifty young men. Through the generosity of the Alumni the best

suite of rooms in this hall has been tastefully furnished for the exclusive use of returning graduates and of guests of the College. The building is under the supervision of the Roger Williams Hall Association.

A fund of \$5,000 has been given by Dr. Alfred W. Anthony and Miss Kate J. Anthony for the permanent upkeep of this building.

### JOHN BERTRAM HALL

John Bertram Hall is the large three-story brick building that for thirteen years was used by the departments of Biology and Physics. The completion in 1912 of Carnegie Hall left it available for dormitory purposes and it was then thoroughly renovated and in large part reconstructed. Its spacious, convenient and attractive suites of rooms afford ample accommodations for from forty to fifty students. Most of these suites are occupied by young men of the Freshman class, thus meeting an urgent need. Heated by steam, lighted by electricity, provided with shower baths and the most approved plumbing arrangements, it is one of our most satisfactory dormitories. On the first floor is a tasteful reception room with a piano and other appropriate furniture. On the wall opposite the entrance hangs a picture of John Bertram—a man whose character and career exemplify the best in Christian manhood. In the basement are the kitchen and store rooms and a convenient, spacious and well appointed dining room that serves as a “Commons” for more than two hundred young men. All the floors of this building are of hard wood and every part of it is sanitary and well lighted. Through the generosity of a friend of Bates all the suites for students have been suitably furnished. The gift in January, 1913, by Mrs. David



P. Kimball of Boston, of \$10,000 in memory of her father, Captain John Bertram of Salem, Mass., has brought to the young men of the College facilities long needed and highly prized.

### RAND HALL

Rand Hall, completed in 1905 for the women of the College, is a beautiful three-story building one hundred and twenty feet in length by forty-three in breadth.

By action of the Trustees at their annual meeting in June, 1908, this building was named Rand Hall in memory of Professor John Holmes Rand and his untiring efforts to assure a true college home to the women of Bates. It contains a large, well-equipped gymnasium, Fiske reception room for student social gatherings, rooms for the Dean and for the Instructor in Household Economy, and for sixty young women, together with laundries, kitchens, dining-room, and all the appointments of a first-class women's hall.

### MILLIKEN HOUSE AND WHITTIER HOUSE

The Milliken House and the Whittier House, through the generous consideration of Hon. C. A. Milliken, are now the property of the College. With the President's House, now called Cheney House, and Rand Hall, they afford ample accommodations for the young women of the College.

### CENTRAL HEATING PLANT

The people of Maine by the unanimous action of their Legislature during the session of 1908 generously recognized the service rendered by Bates College to educational work in their State by the appropriation of \$45,000

for the construction of a Central Heating Plant for the Institution. This plant was completed under the supervision of competent engineers. It will materially lessen the cost of heating the College buildings and promote at once the health, the comfort, and the convenience of their occupants. In its construction, provision was made for extending its advantages to buildings hereafter to be erected.

## GYMNASIUMS

The Men's Gymnasium, a two-story wooden structure, with basement, has been a very useful building; but it should give place as soon as practicable to a more capacious and substantial structure of modern design. A new gymnasium adequate for our needs would cost \$100,000.00.

Subscriptions for this building are earnestly solicited. The immediate erection of a gymnasium for our young men might well engage the interest of some large-hearted, wealthy man or woman.

The Gymnasium is steam heated and equipped with the apparatus necessary for the thorough and systematic training and development of the human body. This apparatus is new and of the most approved modern pattern. In the basement of the Gymnasium are a pair of excellent bowling alleys; also convenient bathrooms, provided with lockers, hot and cold water, dip baths, shower baths, etc.

The gymnasium for women in Rand Hall is well equipped for class drill and apparatus work and provides for indoor recreation such as basketball, volley ball, indoor baseball, etc. The room adjoining the gymnasium is suitably fitted with shower baths and lockers.

The athletic grounds for women provide for field hockey, basketball, baseball, tennis, etc.

## ATHLETIC FIELD

The Garcelon Athletic Field, named in honor of the late Alonzo Garcelon, M. D., of the original governing board of the College, is considered one of the best in New England. It has a tasteful and commodious Grand Stand, sufficient for all present needs. The field, surrounded by a fence, has an area of seven acres. It contains a quarter-mile track, a two hundred and twenty yard straight-away, take-offs for the jumps and pole vault, a football field, and a baseball diamond.

## OUTDOOR RUNNING TRACK

The wooden track is rectangular in shape with a straight-away course of 74 yards. The width of the straight-away is ten feet. The rectangle is five feet in width with a course of twelve laps to the mile. The track is located near the Gymnasium. It is of modern arrangement, and, undoubtedly, the best in the State of Maine.

## TENNIS COURTS

Ten fine tennis courts offer abundant opportunity for this healthful game.

# STUDENT LIFE

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## SOCIETIES AND ORGANIZATIONS

Bates has no secret societies. But the various interests of a wholesome student life are sustained and promoted by means of appropriate organizations,—both for the young men and for the young women.

The three older Literary Societies,—the Eurosophian, the Polymnian, and the Piærian—are carried on by the young men. Eurosophia is devoting most of its time to the Drama; Polymnia to problems of Military Science and History; and Piæria to Current Events. Two societies for debating, declamation, and composition have been organized among the men of the Freshman class.

Four societies for debating and parliamentary practice, for the cultivation of literary and musical tastes and for practice in composition, for the promotion of interest in fine arts, for the discussion of current events and for fostering a helpful social life are maintained by the young women.

The Spofford Literary Club, composed of both young men and young women, has been organized recently, and its name and purpose constitute a choice tribute to the memory of the lamented Professor Spofford.

The Jordan Scientific Society, also recently organized, takes its name in honor of Dr. L. G. Jordan, Head of the Department of Chemistry. Its members are young men who find themselves eagerly interested in Science.

The Politics Club, organized in 1912, is composed of young men from the Junior and Senior classes who are

interested in the science of politics and government. The programs of the meetings are in charge either of the regular members, or of invited guests who address the Club on appropriate subjects. The Club is a member of the Inter-Collegiate Civic League.

A Deutscher Verein has been formed among the young men of the Junior and Senior Classes, and a Deutsche Gesellschaft among the young women of the Senior class. Meetings are held every two weeks at which there are presented varied programs of a social and literary nature dealing with German life, manners, and customs.

The Press Club has recently been reorganized: its function is to supply the papers with Bates news.

The Intercollegiate Prohibition Association has a branch organization at Bates which is studying the liquor problem and preparing for aggressive practical work.

The Athletic Association is an organization of the men of the College for the promotion of physical training and of athletic sports.

The Women's Athletic Association is an organization of the women of the College for kindred purposes.

The young men maintain an orchestra, a Glee Club, and a Mandolin Club; and the young women, a Glee Club and a Mandolin Club.

No student organization of the College may incur any financial obligation, or make any contract involving monetary consideration, without first obtaining the sanction of the President of the College, or of the proper Faculty committee under whose supervision the organization is placed. In the event of the contemplated formation of any such new organization, the President of the College must first be consulted; and, if permission be granted to effect such organization, he will advise the student repre-

sentatives of the particular Faculty committee under whose supervision the organization is placed.

A Bates Chapter of Delta Sigma Rho was instituted on the twenty-first of June, 1915. All men participating in intercollegiate forensics are eligible for membership in this organization.

## RELIGIOUS LIFE

At 9.45 A. M., six days in the week, all the students, with the Faculty, assemble in the Chapel for reading of Scripture, prayer and singing. A committee composed of members of the Faculty are active in promoting the religious life of the College. The women students have vesper services in Fiske Hall Sunday evenings. Occasional vesper services, open to the public, are held in the College Chapel.

The last Thursday in January is observed as the Day of Prayer for Colleges and is set apart entirely for religious meetings. A sermon to which the public are invited is preached in the chapel at 10 A. M. Christian friends of the College are asked to remember this day. The Elizabeth Garcelon Messer Fund assures the presence of an eminent and earnest speaker.

The two Student Christian Associations—Young Men's and Young Women's—are active and flourishing. They hold weekly meetings on Wednesday evenings, from 6.45 to 7.30 P. M., the Young Men's Christian Association in the Association Room, Libbey Forum, and the Young Women's Association in the Fiske Room, Rand Hall. Beside student leaders—members of the faculty, pastors, visiting lecturers and secretaries often speak at meetings arranged by the Associations. The weekly meeting, how-



ever, is but one of the many helpful activities of these Associations in the life of the College.

## THE YOUNG MEN'S CHRISTIAN ASSOCIATION

The College employs a resident, Graduate, Young Men's Christian Association Secretary, and he and the leaders of the organization are in close touch with the leaders and Secretaries of the International and World's Student work.

The Department of Administration looks after the business affairs of the Association, keeps proper records, secures reports, and assists in maintaining the office in Room 3, Roger Williams Hall, where daily office hours are kept.

The Religious Education Department plans for and conducts the weekly meetings, manages special campaigns in Sex Education and Evangelism, promotes the devotional life of the men of the College.

The work of the Voluntary Study Department is that of maintaining classes in Voluntary Bible Study which are conducted in the first semester under faculty and student leadership, while the emphasis in the second half-year is placed on the study of missions, North American and world problems.

The Campus Service division of the Social Work of the Association includes the issuing of the annual college handbook, the extension of courtesy and hospitality to new students, the promoting of the special tutoring work of the institution, the presentation of wholesome and enjoyable entertainments, the selling of second-hand text-books, visitation of the sick, and the securing of employment.

The Community Service Department teaches English, Civics, etc., to foreign workmen; sends deputations to

churches, communities, preparatory schools and institutions; furnishes teachers for Sunday Schools and leaders for boys' clubs; co-operates with local pastors in interesting students in the work of the churches; assists in allying graduates with definite Christian Service in the communities to which they go.

An Advisory Board, composed of representative members of the College Faculty, Alumni, student body and local business men, exercises a relation of oversight and counsel to all the Association activities.

## THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The work of the Young Women's Christian Association is much like that of the Men's. It is officered by the young women, who in consultation with an advisory board, and under the direction of a visiting Secretary and other officers of the National Board, engage in various activities. Membership and Social Committees co-operate in welcoming the new students, correspond with them during the summer, share in the distribution of handbooks, meet them at the trains, give an afternoon reception on Mt. David the day College opens, unite with the Y. M. C. A. in a reception on the first Friday evening, and later a Hallowe'en party, and provide other informal social gatherings for the young women during the year.

The Bible Study and Missionary Committees arrange for classes during the first and second semesters respectively. The Missionary Committee also secures co-operation in the support of the worker kept in the foreign field by a group of Associations, and corresponds with various Alumnae in the work. It supervises the observance of the week of prayer.

The Social Committee visits the Old Ladies' Home, the

Children's Home, provides teachers for Sunday School classes, secures gifts for Christmas time for poor children in the city, directs the work of the Eight Weeks' Club in College, distributes flowers to the sick, aids students needing help along various lines. It co-operates with the city Christian Association in teaching classes.

The Association News Committee supplies posters and periodicals on the work of the Association and other Associations. The Town Committee is concerned with interests of the girls not residing on the Campus. A group of girls attend the Silver Bay Conference each year.

#### YEARLY EXPENSES FOR YOUNG MEN

Tuition,	\$75.00		\$75.00
Room with Board,	132.00	to	162.00
Lights, laundry, books, etc.,	20.00		30.00
	<hr/>		<hr/>
	\$227.00		\$267.00

#### YEARLY EXPENSES FOR YOUNG WOMEN

Tuition,	\$75.00		\$75.00
*Room with Board,	173.00	to	195.00
Laundry, books, etc.,	15.00		25.00
	<hr/>		<hr/>
	\$263.00		\$295.00

\* A limited number of young women may obtain room with board for \$136.00 per year.

Students taking Laboratory courses in Chemistry, Physics, Biology, and Geology, are charged an additional fee varying from two to five dollars each semester, according to the nature and amount of the work.

The Freshmen pay a fee of one dollar for their medical examination, chart, and handbook.

Board in private families (laundry, fuel, etc., included), \$4.00 to \$5.00 per week. Rooms in private families, without board, can be obtained at reasonable prices.

Students are advised in regard to selecting their rooms. All students on engaging rooms in College buildings deposit a fee of five dollars with the Assistant Treasurer. This sum is credited to them as part payment of their rent for the first semester. Students are held responsible for the rent of the rooms selected, unless other satisfactory arrangements are made with Superintendent Delbert E. Andrews. Men students, except those living at home, are required to board at the College Commons. No permissions to board elsewhere will be given except under definite arrangements with the Committee on the Commons. Board at the Commons is \$3.50 per week.

College Bills for the First Semester must be paid by November 15, and for the Second Semester by March 15. Students who are unable to pay their bills on, or before, the above dates must present their requests for extension of time for payment to the Assistant Treasurer before the date on which the bills are due. The Assistant Treasurer has authority to extend the time for payment for a period not exceeding two months. In exceptional cases, the payment of not more than one-half of the current bill may be postponed till the opening of the following semester. No extension can be granted to Seniors on the bills for the Second Semester. Students by leave of absence away from College on the above dates are required to settle their College bills within five days after their return. Students that fail to comply with the above requirements

will be subject to an additional charge of one dollar for each week, or fraction thereof, elapsing after the regular dates of settlement.

Copies of Semester Bills are mailed at the close of each semester to the parents or guardians of all students whose Semester Bills remain unpaid.

## GENERAL INFORMATION

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### APPLICATION FOR ADMISSION

Young men desiring information about the College or seeking admission should address President George C. Chase, 16 Frye St., Lewiston; young women, Dean Clara L. Buswell, Rand Hall, Bates College, Lewiston.

A young woman applying for admission must furnish a certificate of character and scholarship from her principal, a certificate of health equal to the demands of a college course from her physician, and a certificate of character and worth from her pastor. Not more than fifty applicants can be received in any one year. Application should be made not later than March 1 of the year for which admission is sought. If practicable, the list of successful candidates will be announced about May 1.

Young men desiring information about rooms in the College dormitories should write to Superintendent Delbert E. Andrews, 130 Wood Street.

### COLLEGE PUBLICATIONS

The *Bates Student* is published weekly under the direction of Editors and Managers selected from the Junior Class. The first number was issued in January, 1873.

The *Bates Bulletin*, published every three months, gives full information respecting the progress of the College. It will be sent to any address, upon application to the Registrar, for fifty cents a year.



## GEORGE COLBY CHASE LECTURE FUND

On Commencement Day, June 28, 1906, one of the Trustees of the College announced the creation of a fund of \$5,000 for the establishment of the George Colby Chase Lecture Fund for the maintenance of a permanent course of lectures to be known as the George Colby Chase Lecture Course. The College is indebted for this lecture fund to the late Honorable William Wallace Stetson, a former State Superintendent of the Public Schools of Maine. The purpose of the donor is definitely stated in the following citation from a prescribed trust agreement since executed: "Fourth, That the income of said fund shall be used exclusively for the maintenance of Lecture Courses in said College, and that no part of said income shall be used for any other purpose. Fifth, That speakers shall be selected who have done something worthy of special commendation, who have a message, and who can deliver it in such a manner as will be helpful to College students."

The far-reaching significance and substantial value of this lecture course for Bates students, thus made coeval with the life of the institution, can be better appreciated a century hence than now. This trust faithfully administered will break the isolation too often existing between the college and the world, and assure to every Bates man and Bates woman the quickening influences of great leaders in thought and achievement. Some of the lectures thus far given under the provisions of this fund have been by Rev. Lyman Abbott, D. D., Rev. Hugh Black, D. D., Mr. George W. Cable, Professor R. W. Wood of Johns Hopkins University, Rev. Charles F. Aked, D. D., Henry S. Pritchett, President of the Carnegie Foundation for

the Advancement of Teaching, Hamilton Holt, Managing Editor of the *Independent*, Edward A. Steiner, D. D., of Grinnell College, Booker T. Washington, William T. Ellis, John Nolen, Edgar M. Banks, Ph. D., Seumas MacManus, Alfred Noyes, S. S. McClure, and Professor Albert B. Hart.

## UNIVERSITY EXTENSION

Members of the Faculty are prepared to give lectures upon subjects in Science, Literature, Philosophy, History, Economics, Sociology, Pedagogy and Art. Particulars can be learned by correspondence with the President, or the Secretary of the Faculty.

## RESOURCES

Within a few years the resources of the College have been trebled. This has been due in large measure to the generosity of Mr. Andrew Carnegie and of Mr. Bartlett Doe, late of San Francisco, each of whom gave \$50,000 toward increasing the endowment; \$60,000, also, were given by Alumni and other friends of Bates in response to a condition imposed by Mr. Carnegie. Nearly \$60,000 more were added to the permanent fund by meeting the conditions of Mr. Carnegie's subscription for the science building, and by other gifts, and in January, 1913, Honorable D. D. Stewart, of St. Albans, presented \$50,000 in memory of his brother, the late Levi M. Stewart, Esq., of Minneapolis, Minn. The total invested funds of the College at the present time amount to about \$890,000; and its total resources, including grounds, buildings library, and apparatus, have a value of fully \$1,250,000.

## THE PUBLIC SERVICE OF BATES

To all who can prize her contributions to the intellectual and moral forces that must save our country Bates can unhesitatingly appeal. Of her graduates about 43 per cent have become teachers, and nearly 11 per cent ministers, the latter being distributed among ten religious denominations. Within recent years Bates has made important contributions to the foreign mission field. Seventy-four graduates have filled positions in Universities and Colleges, and more than this number have won distinction as State, City, and District Superintendents and as Principals of important Secondary Schools. Among the Higher Institutions to which Bates has contributed teachers are Albion, Amherst, Amherst Agricultural, Armour Institute, Bates, Bishop, Brown University, Carleton, Colgate University, Connecticut Agricultural, Cooper Institute, Cornell University, Dartmouth, Denison University, Drury, Fairmount, Grant University, Harvard University, Hillsdale, James Millikin, Keuka, Knox, Miami, Middlebury, Massachusetts Institute of Technology, Northwestern University, Norwich University, Oahu (Hawaii), Pennsylvania State, Princeton University, Pomona, Redfields, Reed, Shaw University, Mt. Holyoke College, Tufts, University of California, University of Colorado, University of Illinois, University of Iowa, University of Maine, University of Montana, University of Oregon, University of Utah, Washington State College, University of Wisconsin, Western Reserve University, William Jewell, Worcester Polytechnic Institute, Yale University, Yankton. In Authorship, on the Bench, in Legislation, in Journalism, Law, Medicine, and Engineering, Bates has distinguished representatives; while nearly

the entire body of her Alumni have proved themselves pure, earnest, useful citizens, ready for every good word and work, and making happier and better the communities in which they have lived. The thorough preparation that Bates gives for public speaking is shown by the honors won in the last thirteen years in twenty-nine out of thirty-six inter-collegiate debates—seventeen of these with Universities.

## BATES AND THE CARNEGIE FOUNDATION

The high standards of scholarship maintained at Bates and the breadth and liberality of her administrative policy are indicated by the fact that she was admitted to the benefits of The Carnegie Foundation for the Advancement of Teaching in June, 1907. She has been characterized from the beginning of her history at once by her insistence upon Christian standards of character and conduct and by her freedom from sectarianism. Her original charter contained no denominational or creedal conditions; and the slight change from the breadth of management that had been made in 1893 was, by the unanimous vote of her Trustees, removed in 1906. Her application of Christianity to life finds expression in her supreme endeavor to educate her students for good citizenship and for self-denying service to mankind.

## REASONS FOR AIDING BATES

1. To a large number of young men and young women she offers their sole reasonable hope for obtaining a liberal education. Both the necessary and the incidental expenses are lower than at any other New England College.
2. In the number and quality of her graduate educators,

Bates is not surpassed, and, perhaps, not equalled, by any other College in America.

3. She has been successful in securing character as well as scholarship.

4. She is unsectarian.

5. Her location is the best possible for her usefulness. She gathers from a constituency widening every year young men and young women of small means but of great promise, some of them traveling hundreds of miles to secure from her the New England culture of heart and mind, that they may use it for the good of our entire country.

6. She took up the cause of higher education for women when it was unpopular.

7. Every dollar given to her work strengthens the forces that are shaping our Christian civilization.

8. She has but \$890,000 for carrying on work for which most New England Colleges require \$2,000,000 or more.

### SUMMARY OF NEEDS

1. \$500,000 as an immediate addition to the permanent fund, in order to ensure the efficient maintenance of present work, the development of existing departments, the establishment of a chair of Education and a chair of Economics and the increase of the salaries of the teachers to a living basis.

2. \$20,000 for doubling the capacity of the present Chemical Laboratory.

3. \$5,000 to pay for the furnishing of Coram Library and to secure additional appliances.

4. \$50,000 as a permanent fund for the Library.

5. \$150,000 for additional Scholarships for deserving students.

6. \$100,000 for the erection of a new Gymnasium for the men students.

7. \$100,000 for the erection and maintenance of an Astronomical Observatory and the support of its Director.

8. \$10,000 for the grading and improvement of the Campus.

9. \$30,000 for a student loan fund.

10. \$100,000 for the erection of a Bates House, with ample provision for the needs of the Y. M. C. A. and for suitable rooms for recreation and for College guests.

11. \$10,000 for an addition to Rand Hall.

The total of the amounts named is more than \$1,000,000. We can do a valuable work while waiting for some of these needs to be met; others of them are urgent; all of them are implied in the plan of the institution; and could they be met at once, the result would justify the outlay. The enlargement of the Chemical Laboratory, the erection of a Gymnasium for the young men, the grading and improvement of the Campus, and a Bates House to provide for the social, recreational and religious needs of students, can be delayed only with serious loss to the College.

## GIFTS

All departments of Bates College are under the care of the same Board of Trustees and all gifts and bequests should be made to "The President and Trustees of Bates College." When bequests are designated for the uses of a particular department, or for any other special purpose, they are limited to such purposes. But the experience of colleges shows that it is desirable to have the specific use of the income and endowments left as far as possible to be determined by the Trustees as the needs of the growing



work may demand. The work of Bates College has greatly outgrown the present equipment, and there is pressing need of additional endowments, scholarships, and buildings.

### FORM OF BEQUEST

I give and bequeath to The President and Trustees of Bates College, a corporation existing in Lewiston, Maine, the sum of.....Dollars, for an endowment fund, to be called.....Fund (or Professorship, or Scholarship).

### FORM OF ANNUITY BOND

*Whereas*, The sum of.....Dollars has been given to The President and Trustees of Bates College, Lewiston, Maine, by.....of..... upon condition that, in consideration of said gift, an annuity of.....Dollars be paid to the said .....during.....life;

*Therefore*, The President and Trustees of Bates College hereby agree to pay the said sum of..... Dollars to the order of said.....at the Treasurer's Office of said College, during the natural life of said .....commencing January first, Nineteen Hundred.....

In witness whereof the President and Trustees of Bates College have hereunto affixed their Corporate Seal and caused this bond to be signed by their President and Treasurer at Lewiston, Maine, this.....day of..... 191...

## SCHOLARSHIPS

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STATE SCHOLARSHIPS—There are ten State Scholarships (each yielding \$50 annually) in the hands of the Governor; and in bestowing them preference is given to the children of those who have borne arms in defense of their country, and always to students who are needy and meritorious.

Each of the following scholarships has been endowed by a donation of one thousand dollars, and pays \$50 a year to the student elected to hold the scholarship.

REDINGTON SCHOLARSHIP—FOR A LADY STUDENT—Endowed by the late Hon. Asa Redington, LL. D., of Lewiston. This is supposed to be the first instance of such an appropriation in any college.

DUDLEY SCHOLARSHIP—Endowed by the late Alvin D. Dudley, Esq., of Haverhill, Mass.

CHENEY SCHOLARSHIP—FOR A STUDENT FROM NEW HAMPSHIRE—Endowed by the late Hon. Person C. Cheney, A. M., of Manchester, New Hampshire.

WOODMAN SCHOLARSHIP—Endowed by the Paige Street Free Baptist Church, Lowell, Mass., in memory of Rev. Jonathan Woodman, late pastor of the church.

SYMONDS SCHOLARSHIP—Endowed by the Plymouth Street Free Baptist Church, Portland, in memory of Joseph Symonds, Esq., a deacon of the church.

CLEMENTS SCHOLARSHIP—Endowed by the late Rev. Tisdale D. Clements of Lewiston.

BRIDGE SCHOLARSHIP—Endowed by the late Charles Bridge, Esq., of Gardiner.

LEWIS SCHOLARSHIP—Endowed by the late Chace Lewis, Esq., of Providence, Rhode Island.

CLASS SCHOLARSHIP—Endowed by the Class of 1877.

BARTLETT SCHOLARSHIP—Endowed by the Main Street Free Baptist Church, Lewiston, in memory of Rev. Flavel Bartlett.

NATHANIEL BOWEN SCHOLARSHIP—Endowed by the late Mrs. Hannah Bowen of Providence, Rhode Island.

COBB SCHOLARSHIP—Endowed by the late Hon. C. C. Cobb of Lewiston, in memory of his son, Rev. Frank Woodbury Cobb, A. M., class of 1873.

HOUGHTON SCHOLARSHIP—Endowed by the late Rev. Alphonso L. Houghton, A. M., of Lawrence, Mass., class of 1870.

RANDALL SCHOLARSHIP—Endowed by Mrs. Abby Randall in memory of Isaac Randall, Esq., of Johnston, R. I.

WILLIAMSON SCHOLARSHIP—Endowed by Elias W. Williamson, Esq., of Potters Landing, Md., in memory of his father, Rev. Stephen Williamson, of Stark.

QUINNAM SCHOLARSHIP—Endowed by the late Mrs. James Hobbs of Chicago, Ill., in memory of her father, Rev. Constant Quinnam.

EATON SCHOLARSHIP—Endowed by Mrs. Oliver H. Durrell of Cambridge, Mass., in memory of her father, Rev. Ebenezer G. Eaton of Lewiston.

BALDWIN SCHOLARSHIP—Endowed by the late B. C. Baldwin, Esq., of Lowell, Mass., in memory of his wife.

BONNEY SCHOLARSHIP—Endowed by Mrs. Harriet Cheney Bonney and Sherman G. Bonney, M. D., in memory of Calvin F. Bonney, M. D., of Manchester, N. H.

FRYE SCHOLARSHIP—Endowed by the late Hon. William P. Frye, LL. D., of Lewiston.

NUTTING SCHOLARSHIP—Endowed by the late Lyman Nutting, Esq., of Lebanon, Pa., in memory of his sister, Mrs. Charlotte Nutting Chadbourne.

ELLIS SCHOLARSHIP—Endowed by the late Miss M. A. Wales of Boston, Mass., in memory of her pastor, Rev. Rufus Ellis, D. D.

TALPEY SCHOLARSHIP—Endowed by the late Hon. Charles W. Talpey of Farmington, N. H.

THISSELL SCHOLARSHIP—Endowed by the late Mrs. Abby T. Deering of Portland, in memory of Hon. John Thissell of Corinth.

WARD SCHOLARSHIP—Endowed by Mrs. Mary E. Ward, in memory of her husband, Warren Ward, Esq., of Auburn.

BEAN SCHOLARSHIPS—Three scholarships endowed by the late Cyrus E. Bean of Portland, in memory of his father, Cotton Bean of Limerick.

SMALL SCHOLARSHIP—Endowed by James T. Small, Esq., of Lewiston, in memory of his son, Everett J. Small, class of 1889.

DYER SCHOLARSHIP—Endowed for the benefit of some student preparing for the Christian ministry, by the late Mrs. Irene M. Higgins, in memory of her parents, Mr. and Mrs. Jonah Dyer of Cape Elizabeth.

PAGE SCHOLARSHIP—Endowed by the late Peter Page, Esq., of New York City.

RAMSEY SCHOLARSHIP—Endowed by the late Mrs. V. G. Ramsey of North Berwick, in memory of her husband, Rev. G. P. Ramsey.

MATHEWS SCHOLARSHIP—Endowed by the late John M. Mathews, Esq., of Burlington, Vt., in memory of his daughter, Orissa Frances Mathews.

PERKINS SCHOLARSHIP—Endowed by the late Mrs. Moses W. Shapleigh of Ashland, N. H., in memory of her father, Rev. Thomas Perkins.

WOODBURY SCHOLARSHIP—Endowed by friends of the late Charles Woodbury of Boston, for the benefit of some Methodist student.

HARMON SCHOLARSHIP—Endowed by the late Ivory W. Harmon of Newton Center, Mass., in memory of his son, Wallace Ivory Harmon.

MARY L. STONE SCHOLARSHIP—Endowed by the late James S. Stone of Boston, Mass., in memory of his wife.

JORDAN SCHOLARSHIP—Endowed by Merrill Page and Emily Deering Jordan, in honor of Rev. Zachariah and Sabrina Page Jordan.

CLAPP SCHOLARSHIP—Endowed by the late Lucius Clapp, Esq., of Randolph, Mass.

LOVINA HAINES HASKELL SCHOLARSHIP—Endowed by the late Edwin B. Haskell of Boston, Mass.

FISKE SCHOLARSHIP—Endowed by the late Elizabeth S. Fiske of Boston, Mass.

ROWE AND CLARRY SCHOLARSHIPS—Endowed by a bequest of Mrs. Emily H. C. Rowe, in memory of her daughter, Miss Emma F. Clarry, and affording free tuition to four young women, preference to be given to worthy students from Brooks, Me.

DEXTER N. RICHARDS SCHOLARSHIPS—Endowed by Mrs. L. M. Richards of Brookline, Mass., in memory of her husband.

STETSON SCHOLARSHIP—Endowed by the late Amos W. Stetson of Boston, Mass.

JOHN D. PHILBRICK SCHOLARSHIP—Endowed by the late Mrs. John D. Philbrick.

WILLIAM WELLS CATE SCHOLARSHIP—Endowed by Rev. C. E. Cate, D. D., of Providence, R. I., in memory of his brother.

E. S. JORDAN SCHOLARSHIP—Endowed by the late Mrs. Clara Stanton Jordan, in memory of her husband.

FOSTER LEE RANDALL SCHOLARSHIP—Endowed by the late Foster Lee Randall of Lewiston.

STANLEY SCHOLARSHIP—Endowed by Ezra B. Stanley of Manchester, Mass.

DAVID AND THANKFUL JORDAN SCHOLARSHIP—Endowed by their children.

HOPKINS SCHOLARSHIP—Endowed by the late Augustus Hopkins, Esq., of Gardiner, Maine, preference to be given worthy students from Gardiner.

HERRICK SCHOLARSHIP—Endowed by the late Katherine Gardiner Herrick and by H. Adeliza Herrick of Lewiston, in memory of their parents, Samuel and Phebe H. Herrick, late of Northport, Me.

TARBOX SCHOLARSHIP—Endowed by Oren Cheney Tarbox, M. D., Bates '80, in honor of his parents, Rev. Moses H. and Mrs. Adrianna Weymouth Tarbox. Said scholarship to be applied for the aid of any deserving student, irrespective of age, color, sex or sect, preference being given, however, to a student contemplating the Christian ministry.

OSGOOD SCHOLARSHIP—Endowed by Col. Charles H. Osgood of Lewiston, and Amy Elizabeth Hunter of Carbondale, Pa., in honor of their father and mother, Henry A. and Elizabeth H. Osgood, for the benefit of some young man or woman from the State of Maine.

ALBINA ELIZABETH GOODSPEED SCHOLARSHIP—Endowed by Jessie L. Goodspeed, Gertrude C. Goodspeed, and Henry S. Goodspeed, of the city of New York, in



memory of their mother,—preference in awarding the scholarship to be given to a woman student.

CLASS SCHOLARSHIP—Endowed by the Class of 1887, descendants of members of the class to have the preference, when possible, in the benefits from the scholarship.

ARTHUR SEWALL WHITEHOUSE SCHOLARSHIP—Endowed by the Class of 1875, in memory of their scholarly and beloved classmate, born August 25, 1853, died February 18, 1874.

CHARLES E. MOODY SCHOLARSHIP—Endowed by his sister, the late Frances S. Moody.

JOHN P. HILTON SCHOLARSHIP—Endowed by the late Mrs. Mary Hilton of Cambridge, Mass., in memory of her husband.

CLARA B. PERKINS SCHOLARSHIP—Endowed by the late Benjamin F. Perkins, of Bristol, N. H., in memory of his daughter.

LUCIA SPRING SCHOLARSHIPS—Five scholarships endowed by Miss Mary Isabella Corning, of East Hartford, Conn., in memory of her aunt, Miss Lucia Spring. These scholarships are primarily available for young women, but may be assigned to young men.

HERBERT L. BRADFORD SCHOLARSHIP—Endowed by his parents, Roscoe S. and Asenath J. Bradford, in memory of their son, Herbert Loring Bradford, who died in 1883 during the first term of his Freshman year at Bates,—for the benefit of a deserving young man.

HELEN HINKLEY SCHOLARSHIP—Endowed by the late Miss Helen Hinkley of Augusta, Maine, the preference, when possible, to be given some student from the Free Baptist Church in Augusta.

BEAL SCHOLARSHIP—Endowed by the late Mrs. Lurenda E. Beal in memory of her children, Alice Beal and Parker Beal, who were graduated from Bates College in 1891.

**THOMAS MARTIN SCHOLARSHIP**—Endowed by the wife and children of the late Thomas Martin, for years an honored Trustee of Bates.

**THE KNOWLTON SCHOLARSHIPS**—The late Hon. Hiram Knowlton of Portland, Maine, deposited with the Treasurer of the College \$3,000, the income of which sum is to be used, when under the stipulated conditions it shall become available, for the maintenance of the following scholarships:

*William and Mary Knowlton Scholarship*—To perpetuate the names of his parents.

*Sabrina Wood Knowlton Scholarship*—To perpetuate the name of his wife.

*William James Knowlton Scholarship*—To perpetuate the name of his son.

**WEBER SCHOLARSHIPS**—The Trustees, under the will of the late Frederick E. Weber of Boston, Mass., have been given five thousand dollars for the maintenance of Weber Scholarships, for the benefit of needy and deserving students at Bates College. It is a condition of the gift that one-half of the income shall be added to the principal year by year; and that the remaining half only shall be used for the support of said scholarships.

**JOSEPH S. RICKER SCHOLARSHIP FUND**—A fund of \$10,000, the income of which is distributed in equal sums among ten deserving women students—the beneficiaries to be selected, whenever practicable, from different counties in Maine.

**BRADSTREET FUND**—The late William W. Bradstreet of Gardiner, Me., established a Trust Fund of \$2,000, the income of which is to be used for the benefit of deserving students, under the direction of the President of the College, and in accordance with certain conditions specified in the trust.

**COE SCHOLARSHIP**—A scholarship of \$3,000, endowed by Thomas Upham Coe of Bangor, in memory of his brother, Eben Smith Coe. The income is awarded annually to the man in the Senior Class whose scholarship and conduct, during the previous three years of the course, have been the most meritorious. The award is made at the close of the Junior year.

**DANA ESTES SCHOLARSHIP**—A permanent scholarship of \$2,500, endowed by the late Dana Estes, A. M., of Boston, the income to be awarded annually to some needy and deserving student.

**HENRIETTA G. FITZ SCHOLARSHIP**—A scholarship of \$1,500, endowed by Mrs. Henrietta G. Fitz of Boston, the income to be awarded annually to some worthy graduate of Proctor Academy, Andover, N. H.

**JOHN BARTLETT KEZAR SCHOLARSHIP**—A scholarship of \$2,000 endowed by Mrs. Nancy M. H. Kezar, of San Francisco, in memory of her son. In awarding this scholarship preference is to be given to a deserving student from Turner, Me.

**NANCY CHASE EDGECOMB FUND**—Since the suspension in 1908 of Cobb Divinity School as a Department of Bates College and the incorporation of certain of its courses with the work of the College there has been available "for and toward the maintenance and education" in the institution of "young men who are or who may be preparing themselves to preach the Gospel of Christ" and to engage in other kinds of Christian service, "and who need and who may need aid," the income of the Nancy Chase Edgecomb Fund. The amount of this income is at present about \$740 annually. It is distributed by the Committee on Scholarships under the conditions above stated.

MELLEN BRAY STUDENT LOAN FUND—From the estate of the late Mellen Bray, formerly of Newton, Mass., the College has received \$4,000, which is to constitute "The Mellen Bray Student Loan Fund." The income of this fund may be loaned at the discretion of the President of the College to needy and worthy students.

To be eligible for Scholarships, students must maintain an average rank in their College studies of 85 per cent. To be eligible for any other form of Student Aid, applicants must maintain an average rank in their College studies of 70 per cent., if Freshmen, and of 75 per cent., if Sophomores, Juniors, or Seniors. Applicants for Student Aid of any kind must be of good character, must totally abstain from the use of intoxicants and of tobacco, must be economical in all their expenditures and obedient to all College laws and regulations, and must furnish annually a correct statement of income and expenses.

Applications for aid, except from new students, must be filled out on blanks furnished for the purpose and returned to the President's office by June 1, each year. New students will be furnished, upon application, with appropriate blanks. These must be filled out and returned to the President's Office by October 15.

## PRIZES

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### FIRST—FOR GENERAL SCHOLARSHIP

To a young man and to a young woman of the Junior Class, prizes of TEN DOLLARS each.

To a young man and to a young woman of the Sophomore Class, prizes of EIGHT DOLLARS each.

To a young man and to a young woman of the Freshman Class, prizes of SIX DOLLARS each.

### SECOND—FOR EXCELLENCE IN DECLAMATION

In the Second Semester—To a young man and to a young woman of the Freshman Class, prizes of TEN DOLLARS each.

In the First Semester—To a young man and to a young woman of the Sophomore Class, prizes of TEN DOLLARS each.

Senior Exhibition—By means of a Fund established in June, 1911, by Judge Oren Nelson Hilton, Bates 1871, of Denver, Colorado, a prize of THIRTY DOLLARS is available for the Senior whose part shall show the greatest excellence in thought, style, and delivery.

Commencement Week—To members of the Junior Class, one prize of SEVENTY-FIVE DOLLARS and one prize of TWENTY DOLLARS for original declamation.

### THIRD—FOR EXCELLENCE IN ENGLISH COMPOSITION

In the Second Semester—To a member of the Sophomore Class, a prize of TEN DOLLARS.

#### FOURTH—FOR PRESCRIBED COURSES IN READING

At the close of the year a prize of TWENTY DOLLARS is presented to the member of the Freshman Class giving evidence of having obtained the best results from a prescribed course in reading.

#### FIFTH—FOR EXCELLENCE IN GREEK

At the close of the first semester a prize of TEN DOLLARS each is presented by Rev. W. Bertrand Stevens, of New York City, to the young man in the Freshman Class, and to the young woman in the Freshman Class, who have done the best work in Greek.

#### SIXTH—FOR EXCELLENCE IN LATIN

At the close of the second semester a prize of TEN DOLLARS is presented by Daniel R. Hodgdon, of the class of 1908, to the student in the Junior class who has done the best work in Latin.

#### SEVENTH—FOR EXCELLENCE IN PUBLIC DEBATE

Second Semester—To a member of each division of the Sophomore Class, a prize of TEN DOLLARS.

Second Semester—The Champion Debate—Prizes amounting to TWENTY-FIVE DOLLARS; ten dollars for the best debate, and fifteen dollars to the best team. Six are chosen from the Sophomore Class to compete for these prizes.

Hon. F. M. Drew awards annually gold medals to men who win intercollegiate debates.



## EIGHTH—THE BRYANT PRIZE

Through the generosity of Mr. W. H. H. Bryant of Boston, Mass., a prize of FIFTY DOLLARS will be awarded annually to the member of the Senior Class who shall prepare the best essay upon "Arbitration instead of War."

## PRIZES FOR 1914-1915

For the past year the prizes have been awarded as follows:

For General Scholarship—Paul F. Nichols, Harriet M. Johnson; Arthur L. Purinton, Dora A. Lougee; Edward B. Moulton, Cora B. Ballard.

For Public Declamation in 1915—To the Freshman Class, Clarence N. Gould, Blanche L. Wright; to the Sophomore Class, Mark E. Stinson, Doris F. Ingersoll.

For Original Declamation, 1915—Agnes Bryant, Walter F. Oakman.

For English Composition—Genevieve Dunlap, 1917.

For Excellence in Greek—Julian D. Coleman, Doris M. Haskell, 1918.

For Excellence in Latin—Mona P. Hodnett, '16.

For Champion Debates, 1915—Arthur L. Purinton; best team: Arthur A. Dwyer, Henry J. Stettbacher, Edward K. Wilson; Ruth L. Sturgis; best team: Dora A. Lougee, Eleanor Richmond, Ruth L. Sturgis.

The Bryant Prize, 1915—Leslie R. Carey.

The Coe Scholarship, 1915 (see p. 144)—Harold B. Clifford.

In the Intercollegiate Debate with Tufts College, the winning team consisted of Leslie R. Carey, '15; Ernest L. Saxton, '15; Charles C. Chayer, '17.

In the Intercollegiate Debate with Clark College the

losing team consisted of Henry P. 'Johnson, '16; Raymond D. Stillman, '16; Frank B. Quimby, '18.

The members of the winning team received the F. M. Drew medals.

For special proficiency in the work of any department, a student may receive an honorary appointment as assistant in that work. Such appointments for the present year are as follows: Argumentation, Theodore E. Bacon, Harriet M. Johnson; Biology, Paul F. Nichols, Francis H. Swett; Chemistry, Irving R. Harriman, William D. Pinkham, Victor C. Swicker, Maurice H. Taylor; Education, Alice H. Russell; French, Merle F. Grover, Mona P. Hodnett; Geology, Harold W. Buker, Albert B. Harvey, Harriet M. Johnson, Elizabeth F. Marston, LeRoy B. Sanford; English, Harold W. Buker, Agnes E. Harding, Cora B. Ballard; History, Harlene M. Kane; Latin, Harold B. Clifford, Mona P. Hodnett; Mathematics, Erland S. Townsend; Oratory, Alma F. Gregory, Henry P. Johnson; Physics, William Allen, Smith B. Hopkins, Edward B. Moulton.

The editors of the *Bates Student* for 1916 are Theodore E. Bacon, Alton W. Bush, Charles C. Chayer, John L. Sherman, Alice E. Lawry, Ruth L. Lewis, Dora A. Lougee, Elinor Newman.

# STUDENTS

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## SENIOR CLASS

<i>Name</i>	<i>Residence</i>	<i>Room</i>
Adams, Mellen Vinton	Belgrade	17 P. H.
Benjamin, Esther Marguerite	Riverhead, N. Y.	R. H.
Benvie, Frank William	Danvers, Mass.	19 P. H.
Blaisdell, Joseph Everett	Oakland	16 P. H.
Boothby, Richard Perkins	Lewiston	256 College St.
Bradbury, Margie Miller	Portland	R. H.
Bridgham, Marion Frances	Auburn	Auburn
Bright, Karl Aubrey	Franklin, Mass.	12 P. H.
Bryant, Agnes	Chester, Vt.	R. H.
Buker, Harold Wilder	Contoocook, N. H.	133 College St.
Chapman, Annie Enola	Kezar Falls	R. H.
Clifford, Harold Burton	Winthrop	9 P. H.
Cloutman, Harold Joseph	Conway, N. H.	23 P. H.
Cummings, William Hiram	Auburn	29 P. H.
Doe, William Earnest	Deerfield Center, N. H.	17 Towle St.
Drew, Harold Delbert	Patten	24 P. H.
Emerson, Aura Bell	Roxbury, Conn.	C. H.
Farnham, Ruth Stevens	Richmond	C. H.
Farris, Nancy Barbara	Mechanic Falls	C. H.
Gibbs, Charles Shelby	Rangeley	13 P. H.
Girouard, Marguerite Burke	Lewiston	91 Pine St.
Goba, John	Poughkeepsie, N. Y.	50 P. H.
Googins, Mabel Gertrude	Portland	R. H.
Gray, Fred Clifton	Rochester, N. H.	32 P. H.
Gregory, Alma Frances	Franklin, Mass.	M. H.
Harding, Agnes Ellen	Auburn	6 Hampshire St., Auburn
Harriman, Irving Russell	Bethel	25 P. H.
Hayden, Amy Gladys	Haverhill, Mass.	R. H.
Hodnett, Mona Pearl	Danforth	R. H.
Hood, Bernice Elva	Auburn	11 Manley St., Auburn
Hutchins, Marion Elizabeth	Portland	340 College St.
Jewers, Sybil Isabel	Eastport	C. H.

<i>Name</i>	<i>Residence</i>	<i>Room</i>
Johnson, Harriet Moses	Bath	R. H.
Johnson, Henry Peter	Stetson	16 P. H.
Kane, Harlene Martha	Spencer, Mass.	R. H.
Keaney, Allan Jay	Dorchester, Mass.	13 P. H.
Kelley, Sarah Hazel	Lowell, Mass.	301 Pine St.
Keneston, Shelton Egbert	Norwich, Conn.	10 P. H.
King, Alice Gertrude	Tilton, N. H.	R. H.
Knowles, Eleanor Grace	Bangor	R. H.
Lawrence, Elmer Walcott	Wood's Hole, Mass.	20 P. H.
Lord, George Edward	Patten	26 P. H.
McCann, William Webster	Mechanic Falls	23 P. H.
Marston, Bonnie Oliver	Lewiston	173 Oak St.
Marston, Elizabeth Farwell	Auburn	124 Winter St., Auburn
Merrill, Ralph Edward	Patten	17 J. B. H.
Mitchell, Hazel Alma	Auburn	143 High St., Auburn
Moor, Sarah Alice	Lynn, Mass.	R. H.
Morton, William Sargent	Conway, N. H.	10 R. W. H.
Mower, Gladys Louise	Melrose, Mass.	C. H.
Murphy, Maud Gladys	Merrimac, Mass.	R. H.
Nelson, Florence Althea	Rumford	R. H.
Nichols, Paul Frothingham	Malden, Mass.	25 P. H.
Nutting, Laurence Tracy	East Wilton	2 P. H.
O'Connell, Maurice Winthrop	Roxbury, Mass.	11 R. W. H.
Parker, Albert Cushman	Gorham	12 P. H.
Parker, Ruth Leah	No. Windham	C. H.
Pickard, Guy Allen	Lewiston	164 Oak St.
Pinkham, William Dwight	Lewiston	151 Nichols St.
Piper, Ethel Charlotte	Biddeford	R. H.
Rankin, Clark Colby	Mechanic Falls	28 P. H.
Rankin, Charles Stephens	Mechanic Falls	28 P. H.
Robertson, Hildred Ellen	Rangeley	R. H.
Russell, Alice Hall	Gorham	R. H.
Russell, Dana Merrill	East Gray	34 P. H.
Sanford, Leroy Benjamin	Bethlehem, Conn.	19 P. H.
Scott, William Michael	Lewiston	88 Shawmut St.
Smith, Annie Lucas	Woodfords	R. H.
Snow, William Franklin	Durham	24 P. H.
Spaulding, Frederic Henry	Norridgewock	20 P. H.
Stevens, Marjorie Eliza	Lewiston	167 Holland St.

<i>Name</i>	<i>Residence</i>	<i>Room</i>
Stillman, Raymond Durgin	Saco	16 P. H.
Swett, Francis Huntington	Norway	25 P. H.
Swicker, Victor Calvin	Townsend, Mass.	32 P. H.
Taylor, Maurice Holway	Lewiston	151 Wood St.
Thompson, Agnes Melissa	Farmington, N. H.	R. H.
Townsend, Erland Seward	Cumberland Center	36 P. H.
Tucker, Elmer Woodbury	Litchfield	34 P. H.
Wakefield, Roland Adell	Auburn	117 Sixth St., Auburn
Warren, Flora May	Gorham	R. H.
Wentworth, Clarence Leavitt	Limerick	8 P. H.
White, Elizabeth Florence	Lewiston	13 Oak St.
White, Lewis Julian	Bangor	78 Nichols St.
Woodman, Orlando Charles	Woodfords	32 P. H.
Worth, Orrie Ermina	Freedom	R. H.

## JUNIOR CLASS

Ackley, Marie Vesta	Bowdoinham	Lisbon
Allen, William	Lisbon Center	Lisbon Center
Bacon, Theodore Eaton	New Hampton, N. H.	8 R. W. H.
Bennett, Ethel May	Sanford	166 College St.
Berry, Grace Elizabeth	Alton, N. H.	R. H.
Boyd, William	Norwich, Conn.	17 P. H.
Burnett, Agnes Esther	Milford, N. H.	R. H.
Bush, Alton Williams	Athens	35 P. H.
Campbell, Hazel Violet	Port Jervis, N. Y.	R. H.
Capen, Ruth	East Boothbay	32 Frye St.
Caverly, Waldo Reed	Corinna	18 Golder St.
Chandler, Sara Archer	New Gloucester	R. H.
Chayer, Charles Cleveland	Lyndon, Vt.	8 R. W. H.
Chayer, Ethel May	Lewiston	53 Park St.
Clark, Ella Gertrude	Norway	W. H.
Cleaves, Mary Lawrence	Ossipee, N. H.	C. H.
Coady, Conrad George	Patten	11 P. H.
Connors, Edward Harold	Gardiner	11 P. H.
Davis, Sumner Mills	South Paris	14 P. H.
Dickey, Ralph Clark	Augusta	23 P. H.
Dresser, Burtra Beryl	Lewiston	R. H.

<i>Name</i>	<i>Residence</i>	<i>Room</i>
Dunlap, Genevieve	Bowdoinham	32 Orange St.
Dyer, Arthur Alfred	Washington, D. C.	21 R. W. H.
Elwell, Ernest Albert	West Buxton	27 P. H.
Fales, Elton Horace	Lewiston	3 Shawmut St.
Farnsworth, Julia	Jonesport	R. H.
Fiske, Roger Baxter	Topsfield, Mass.	27 P. H.
French, Harriett Stevens	Auburn	123 Winter St.
Gay, Douglas Merrill	East Granby, Conn.	43 P. H.
Goff, Charles Sheldon	Madison, So. Dakota	17 P. H.
Goodwin, Harry Samuel	Union, N. H.	28 Frye St.
Gould, Sherman Jewett	New Portland	51 P. H.
Green, Esther Marie	Vinalhaven	20 Cottage St.
Green, George Ellison	Lisbon Falls	41 P. H.
Greene, Robert Alvan	Vinalhaven	9 P. H.
Gregg, Lottie Pertis	Fort Fairfield	R. H.
Harvey, Albert Burnham	Dover	4 R. W. H.
Hatch, Clarence Randolph	Plymouth, N. H.	45 P. H.
Hinton, Herbert Ernest	East Boston, Mass.	14 R. W. H.
Hollis, Truman Wilson	Auburn	69 Western Ave., Auburn
Hopkins, Smith Burns	Vinalhaven	34 R. W. H.
House, George Webster	Lincoln	6 R. W. H.
Jameson, Pauline Fuller	Colebrook, N. H.	R. H.
Lane, Perley Wise	Milford, Mass.	27 P. H.
Lawry, Alice Evelyn	Vinalhaven	C. H.
Lewis, Ruth Lincoln	Bridgton	148 Nichols St.
Lougee, Dora Aileen	Lewiston	141 Nichols St.
Macdonald, Irene Keeler	Portland	52 Wood St.
McCann, Julia Peables	Auburn	122 Goff St., Auburn
McDonald, Frank Edward	Uxbridge, Mass.	20 P. H.
Manchester, Evelyn May	Northeast Harbor	R. H.
Mills, Elmer Haskell	Harrison	31 P. H.
Millsbaugh, Ruth	Port Jervis, N. Y.	R. H.
Mitchell, Helen Staples	Buckfield	11 Frye St., Lewiston
Moody, Ruth	Wells	R. H.
Morgridge, Ralph Vernard	Lewiston	28 Davis St.
Murray, Francis Dennis	Franklin, Mass.	12 P. H.
Nelson, Laura Augusta	Mechanic Falls	Mechanic Falls
Newman, Elinor	Augusta	R. H.
Oliver, Chester Bradford	Winnegance	24 Frye St.



<i>Name</i>	<i>Residence</i>	<i>Room</i>
Paine, Ida Bess	Lisbon Falls	C. H.
Peables, Bernard Laurence	Auburn	7 High St., Auburn
Pedbereznak, Joseph Andrew	Ansonia, Conn.	13 P. H.
Purinton, Arthur Leonard	Lewiston	36 Mountain Ave.
Purinton, Roland Earle	Bowdoinham	29 P. H.
Rollins, Ruth Elizabeth	Lewiston	160 Ash St.
Sawyer, Reba May	Edmeston, N. Y.	R. H.
Sceles, Eleanor Garland	Portland	24 Laurel Ave., Auburn
Seavey, Hazel Linnie	Calais	229 Oak St.
Sherman, John Lester	Norwood, R. I.	35 P. H.
Skinner, Ruth Angela	Candia, N. H.	R. H.
Slade, Milton Arthur	West Medford, Mass.	16 R. W. H.
Smith, Celia Frances	Hallowell	C. H.
Stone, Carl Raymond	Lisbon Falls	1 P. H.
Sturgis, Ruth Leighton	Portland	R. H.
Syrene, Harry Nathaniel	Worcester, Mass.	20 P. H.
Thompson, Laurence Oran	Wales	35 P. H.
Turner, Adin Sharon	Jefferson	24 R. W. H.
Upham, Ernest Francis	Spencer, Mass.	26 White St.
Von Tobel, Christian Herbert	Tremont, Ill.	16 R. W. H.
Webb, Philip Raymond	Portland	29 P. H.
White, Mary Alma	Topsham	120 College St.
Wiggin, Morton Hayes	East Barrington, N. H.	46 P. H.
Wills, Esther Gertrude	Lewiston	143 Horton St.

## SOPHOMORE CLASS

Aikins, Ellen May	South Windham	16 Frye St.
Baker, Lewis Albert	Kennebunkport	54 P. H.
Ballard, Cora Blanche	Fryeburg	M. H.
Barrow, Birtill Thomas	Boston, Mass.	27 R. W. H.
Barton, Dorothy Perry	Auburn	46 Western Ave., Auburn
Blackinton, Frank Henry	Chester Depot, Vt.	26 White St.
Boothby, Helena Mae	Clinton	26 Webster St.
Boutelle, Horace Reginald	Amherst, N. H.	15 P. H.
Brewer, Annie May	Freeport	M. H.
Burr, Beatrice Goulding	Springvale	M. H.
Canfield, Herbert William	East Rochester, N. H.	33 R. W. H.

<i>Name</i>	<i>Residence</i>	<i>Room</i>
Carpenter, Frederic James	Littleton, N. H.	46 P. H.
Chamberlain, Frank Edward	Portland	38 P. H.
Chapman, Ruth Mowry	Shelburne Falls, Mass.	R. H.
Clark, Helen Salome	Bolster's Mills	M. H.
Clifford, Stephen Parsons	South Paris	33 P. H.
Clough, Florence Emery	Nashua, N. H.	M. H.
Coleman, Julian Dorster	Saylesville, R. I.	21 R. W. H.
Creelman, Fred Norman	Suffield, Conn.	43 P. H.
Crooker, Homer Elbridge	Bryant Pond	1 P. H.
Cunningham, Frank	Sherman Station	39 P. H.
Currier, George Franklin	Dexter	151 Nichols St.
Currier, Vina Judith	Dexter	C. H.
Davidson, William Joseph	Gardiner	30 P. H.
Davis, Donald Walter	Auburn	14 P. H.
DeWever, James	Portland	22 P. H.
DeWolfe, Hilda Hazel	Medford, Mass.	M. H.
Doe, Arthur Whittier	Deerfield Center, N. H.	17 Towle St.
Donald, Ralph Allen	Shirley	47 P. H.
Drake, Martha Emma	Pittsfield	M. H.
Dresser, Ruth Elinor	Berlin, N. H.	M. H.
Duffett, Simeon Lester	South Framingham, Mass.	47 P. H.
Duncan, George James	Gardiner	22 P. H.
Dyer, Robert Jean	Turner	54 P. H.
Edgecomb, Charles Freeman	South Limington	26 White St.
Emerson, Irma Hazledean	Auburn	103 Davis Ave., Auburn
Faller, Ruth Mathilda	Thomaston, Conn.	143 Wood St.
Findlen, Mabel Catherine	Fort Fairfield	7 White St.
Fish, Freda	Turner Center	R. H.
Fitts, Clara Emma	Hampstead, N. H.	R. H.
Fogg, Marion Bernice	Portland	166 Blake St.
Fowler, Roy Ulrich	Island Falls	26 P. H.
Garland, Richard Foss	Gorham	36 P. H.
George, Ralph William	Rockland	25 R. W. H.
Gleave, Harold Webster	Whitefield, N. H.	25 R. W. H.
Goodwin, Virgil Herbert	Lincoln	Elm House, Auburn
Googins, Frank James	Portland	30 P. H.
Gould, Clarence Nelson	Greene	30 P. H.
Gould, Ralph Bernard	Wilton	4 P. H.
Graham, Agnes Woolley	South Bridgton	M. H.

<i>Name</i>	<i>Residence</i>	<i>Room</i>
Green, Joseph Arthur	Lisbon Falls	41 P. H.
Grover, Merle Fred	Charleston	26 P. H.
Haggett, Ethel Mae	Auburn	92 Tenth St., Auburn
Hall, James Haviland Smith	New Rochelle, N. Y.	78 Nichols St.
Hall, Mary King	Buckfield	R. H.
Harvey, Alice Myrtle	Foxcroft	R. H.
Haskell, Alfreda Maria	Oxford	M. H.
Haskell, Doris Marion	Augusta	M. H.
Hobbs, Walden Porter	Allston, Mass.	21 P. H.
Holmes, Fred	Center Barnstead, N. H.	31 R. W. H.
Hopkins, Donald Wheeler	Greenfield, N. H.	18 P. H.
Hussey, Evelyn May	Leominster, Mass.	R. H.
Hussey, Mary Elizabeth	Manchester, N. H.	M. H.
Ingersoll, Doris Faye	Cumberland Mills	M. H.
Irish, Burton Walter	Turner	21 P. H.
Jacobs, Mary Hawes	Portland	145 Nichols St.
Judkins, Carol Ellen	Lisbon	Lisbon
Junkins, Mildred Bell	Milford, N. H.	M. H.
Keirstead, Edith Sophia	Lewiston College Commons, Lewiston	
Kempton, Donald Eugene	Haverhill, Mass.	29 R. W. H.
Kennedy, Frank Edward	Walpole, Mass.	38 P. H.
Kennison, Paul Hartwell	Brownville	4 P. H.
Kneeland, Dexter	Lincoln	H. H.
Knight, Elton Edgecomb	Turner Center	19 R. W. H.
Knowles, Sylvester Bishop	Lubec	52 P. H.
Lamson, George Carroll	Gardiner	34 P. H.
Lane, Willis Linwood	Richmond	35 R. W. H.
Lawrence, William Fuller	Leominster, Mass.	H. H.
Leach, Elsie Anne	New Bedford, Mass.	M. H.
Leathers, Annie Lilian	Lewiston	247 College St.
Libby, Mabel Lois	West Pownal	35 South St., Auburn
Losier, Amy Alice	Oxford	M. H.
McCann, Genevieve Beatrice	Portland	M. H.
McIntire, Myrtle Mildred	Portland	M. H.
McKeen, John Henry	West Paris	34 R. W. H.
Malouf, Naseeb Mahfoud	Boston, Mass.	2 P. H.
Mansfield, Laura Helen	Jonesport	M. H.
Manter, Keturah Houghton	Anson	M. H.
Moore, Nellie Ladd	Madison	M. H.

<i>Name</i>	<i>Residence</i>	<i>Room</i>
Moreau, Emily Dionne	Presque Isle	198 College St.
Morrill, Everett Wakefield	Auburn	178 Cook St., Auburn
Moulton, Edward Bailey	Auburn	33 P. H.
Neville, William Maurice	Malden, Mass.	22 P. H.
Norton, Floyd Wilson	Cumberland Center	51 P. H.
Oakes, Marjorie Grace	Rangeley	M. H.
Packard, Charles Earl	Carmel	78 Nichols St.
Peacock, Elsie Arlene	Gardiner	32 Ware St.
Pendelow, George Thorpe	Ansonia, Conn.	31 P. H.
Peterson, Edwin Thomas	Dorchester, Mass.	142 Wood St.
Phelan, Martin Goulding	Sabattus	Sabattus
Phillips, Esther	Winsted, Conn.	C. H.
Quackenbush, Dyke Lewis	Natick, Mass.	12 R. W. H.
Quimby, Frank Brooks	North Turner	19 R. W. H.
Randall, Agnes Muriel	Berwick	R. H.
Renwick, Earl Bingham	Dorchester, Mass.	36 R. W. H.
Roberts, Herbert Chidsey	Shelton, Conn.	36 R. W. H.
Robinson, Inez Margaret	Island Falls	M. H.
Ross, Robert Lawrence	Biddeford	32 R. W. H.
Ryerson, Stanley Moulton	Auburn	147 Lake St., Auburn
Schafer, Miriam Lucile	Kingfield	541 Main St.
Shattuck, James Pascal	Andover, Mass.	24 P. H.
Shibles, Madeliene Marieta	Rockport	M. H.
Smith, Etta Ruth	Bridgton	M. H.
Smith, Eugene Frank Everett	Lubec	20 P. H.
Snowe, Guy Reuben	Litchfield	42 P. H.
Spratt, Stanley Ward	Woonsocket, R. I.	35 R. W. H.
Steady, Edward Ward	Berlin, N. H.	18 White St.
Steady, Kenneth Ralph	Berlin, N. H.	18 White St.
Stettbacher, Henry John	Ansonia, Conn.	18 P. H.
Stinson, Mark Emery	East Boothbay	87 Wood St.
Stimpson, Don Hallowell	Patten	40 P. H.
Strout, Harold Arthur	Auburn	14 Pine St., Auburn
Sullivan, James Herbert	Houlton	31 P. H.
Swett, Donald Benjamin	Grasmere, N. H.	29 R. W. H.
Swift, David Brewster	Marshfield Hills, Mass.	15 P. H.
Taylor, Harold E.	Camden, N. J.	37 P. H.
Taylor, Hazen Stanley	Deer Isle	47 P. H.
Thurston, Cecil Alancey	Pittsfield	21 P. H.

<i>Name</i>	<i>Residence</i>	<i>Room</i>
Tinker, Mildred Stanley	Auburn	102 Spring St., Auburn
Townsend, Myron Thomas	Cumberland Center	36 P. H.
Tracy, Helen Cecelia	Lewiston	14 Bridge St.
Wheeler, Mildred Gladys	Lewiston	5 Shawmut St.
White, Marjorie	Newport	M. H.
White, Merton Curtis	Jonesport	14 P. H.
Wilson, Edward Kenneth	Bowdoinham	10 P. H.
Witham, Lewis Winfield	Biddeford	32 R. W. H.
Woodcock, Karl Stanley	Thomaston	31 R. W. H.
Wright, Blanche Leavitt	Milford, N. H.	M. H.

## FRESHMAN CLASS

Acoff, Israel Zelig	Foxboro, Mass.	427 Main St.
Adam, Albert Conrad	Hanover, Germany	16 P. H.
Aikins, Lincoln James	South Windham	15 J. B. H.
Alkazin, David Yoseph	Old Orchard	6 P. H.
Ames, Mervin Lloyd	Pittsfield	25 J. B. H.
Atwood, Winifred Eda	Sabattus	Sabattus
Avery, Theron Waldo	Milton, N. H.	22 J. B. H.
Babcock, Carl Arillous	Somerville, Mass.	429 Main St.
Baker, Guy Sanford	Halifax, Mass.	9 J. B. H.
Baldwin, Paul Squires	Stafford, Conn.	13 J. B. H.
Beckford, Arthur Courtenay	Danvers, Mass.	26 J. B. H.
Blaisdell, Alma Swartz	Lewiston	316 Main St.
Blaisdell, Raymond Ward	East Franklin	25 J. B. H.
Brown, George Irving	Auburn	1 Oak St., Auburn
Bryant, Herman Adelbert	West Paris	5 J. B. H.
Campbell, Roy Jones	Sabattus	Sabattus
Canter, Benjamin Meyer	Gardiner	53 P. H.
Case, George Asbury	Lewiston	23 J. B. H.
Chappell, Anne May Jordan	Saco	W. H.
Christensen, Abbie Cecelia	Bangor	C. H.
Coates, Ralph Porter	Easthampton, Mass.	200 College St.
Cobb, Clifford Roland	Poland	21 J. B. H.
Connor, William Joseph	Lewiston	125 Pine St.
Cummings, Ruth Anne	Belgrade	W. H.
Dean, John Josiah	Sutton, Vt.	16 J. B. H.

<i>Name</i>	<i>Residence</i>	<i>Room</i>
DeWolfe, Waldo Emerson	Medford, Mass.	17 R. W. H.
Dolloff, Albert Franklin	New Hampton, N. H.	14 R. W. H.
Drisko, Frank Eugene	Columbia Falls	101 Wood St.
Drown, Julia Helen	Sanford	R. H.
DuBourdieu, Marion	Dexter	R. H.
Dunn, Sherman William	Hallowell	22 J. B. H.
Dunnells, Marion Clifford	Cornish	W. H.
Elwell, Clarence Alton	West Buxton	2 P. H.
Farrow, Merrill Arthur	West Brooksville	4 J. B. H.
Fairfield, Faith Janet	Littleton, Mass.	C. H.
Farnham, Arloene	Auburn	Auburn
Flynn, Charles Edward	Cliftondale, Mass.	19 P. H.
Fox, Arthur Hart	Milton Mills, N. H.	22 J. B. H.
Fujimoto, Tadashi	Chicago, Ill.	142 Wood St.
Garcelon, Frances	Lewiston	524 Main St.
Gerrish, Mahlon Russell	Skowhegan	6 J. B. H.
Gould, Barbara Pressey	Plymouth, N. H.	W. H.
Gould, Stephen Philip	Rockland	12 J. B. H.
Graves, Dora Frances	Exeter, N. H.	W. H.
Gregory, Charles Alfred	Franklin, Mass.	48 P. H.
Greene, Eleanor Berenice	Vinalhaven	W. H.
Hall, Fred Philander	Lisbon Falls	3 J. B. H.
Hall, Harry Thomas	Buckfield	142 Wood St.
Hamlen, Charles Elmer	Lewiston	142 Wood St.
Harmon, Wendell Algernon	Portland	23 P. H.
Hartshorn, Gladys Emily	Milford, N. H.	W. H.
Haskell, Ada Louise	Auburn	55 Winter St., Auburn
Haskell, Dorothy Clement	Gloucester, Mass.	R. H.
Hayes, Eleanor Howland	Walnut Hill	R. H.
Hodgdon, Leonora	Orland	R. H.
Hodgdon, Mary Hobbs	Rochester, N. H.	W. H.
Holmes, Cecil Thomas	Sangerville	3 J. B. H.
Holmes, Gladys Emma	Wolfeboro, N. H.	W. H.
Hutchins, Hazel Emma	Portland	340 College St.
Jones, Sarah Evelyn	Winchendon, Mass.	R. H.
Jordan, Margaret Bradford	Auburn	91 Pleasant St., Auburn
Jordan, Robert	Woodfords	4 R. W. H.
Keirstead, Mary Georgianna	Lewiston	College Commons, Lewiston
Kendall, Raymond Leon	Gardiner	23 J. B. H.



<i>Name</i>	<i>Residence</i>	<i>Room</i>
Kennan, Ada Belle	Pittsfield	C. H.
Langley, William Harold	Milton Mills, N. H.	14 J. B. H.
Larkum, Newton Wheeler	Hartford, Conn.	24 J. B. H.
Lawson, George McLean	Middle Haddam, Conn.	13 J. B. H.
Lee, Harold Gordon	Ashland	39 P. H.
Lewis, Marion Frances	South Easton, Mass.	R. H.
Logan, Gladys Lillian	South Portland	R. H.
Lyons, William John	Norwich, Conn.	142 Wood St.
Markley, Lucy Whitney	Hightstown, N. J.	102 Goff St., Auburn
Marston, Barbara Hall	Auburn	142 Winter St., Auburn
Martin, Mary Anna	Franklin, Mass.	M. H.
Maxim, Horace Charles	Pittsfield	25 J. B. H.
Merithew, Helen Ross	Kennebunk	W. H.
Millay, Ida Caroline	Bowdoinham	W. H.
Milliken, Vera Louise	Old Orchard	W. H.
Morse, Amos Clifton	Newburyport, Mass.	37 P. H.
McCallister, Ruth	Rochester, N. H.	W. H.
McCathie, Gordon Wallace	Port Jervis, N. Y.	26 J. B. H.
Newcomer, Mary Louise	Harper's Ferry, West Va.	112 Wood St.
O'Donnell, Eugene Edward	Lubec	16 J. B. H.
Paul, Lila Helena	Auburn	327 Court St., Auburn
Pickett, Carleton Irving	South Hanson, Mass.	9 J. B. H.
Place, Carrie Myrtle	Fall River, Mass.	W. H.
Plummer, Ray	Milton, N. H.	14 J. B. H.
Potts, Harry Leavitt	Byfield, Mass.	5 J. B. H.
McKenzie, Charles Edward	Conway, Mass.	4 J. B. H.
Powers, John Howard	Machias	6 J. B. H.
Purinton, Edwin Moore	Lewiston	36 Mountain Ave.
Putnam, William Willey	Thomaston	48 P. H.
Reed, Sara Willard	East Orange, N. J.	R. H.
Schafer, Reginald Mann	Kingfield	541 Main St.
Schurman, Winnie Frances	Haverhill, Mass.	W. H.
Shapleigh, Doris Millicent	East Rochester, N. H.	R. H.
Sherburne, John Gage Pickard	Hallowell	24 R. W. H.
Sherer, Eva	Rockland	W. H.
Sherman, Kilburn Oscar	Boothbay Harbor	15 J. B. H.
Skelton, Gladys Winifred	Portland	R. H.
Small, Maurice Lee	Lewiston	240 College St.
Smith, Blanche Mirinda	Springvale	24 Cottage St.

<i>Name</i>	<i>Residence</i>	<i>Room</i>
Smith, Carl Ellsworth	Framingham, Mass.	5 J. B. H.
Smith, Mary Imogene	Sanford	R. H.
Snowe, Aubrey Emmons	Litchfield	53 P. H.
Sprowl, Nancie Mae	Jefferson	R. H.
Stetson, Gladys	Auburn 37 Highland Ave., Auburn	
Stevens, Vida Edwina	Stoneham, Mass.	W. H.
Stillman, Harold Lewis	Saco	17 J. B. H.
Stoechr, Theresa	Sabattus	Sabattus
Stone, Frank Goodwin	Lisbon Falls	1 P. H.
Swasey, Sanford Lewis	Lincoln	4 J. B. H.
Talbot, Philip John	Gardiner	23 J. B. H.
Tarbell, Carolyn Elizabeth	South Lyndeborough, N. H.	W. H.
Tash, Lillian Harriet	Lewiston	Lisbon Road
Thibodeau, Charles Raymond	Moultonborough, N. H.	26 White St.
Tilton, Paul Josiah	Raymond, N. H.	33 R. W. H.
Tupper, Asa Duley	Boothbay Harbor	15 J. B. H.
Varney, Edward Chesley	Milton, N. H.	14 J. B. H.
Varney, Evelyn Mildred	Dover, N. H.	W. H.
Ward, Lee Royce	Auburn 23 Pearl St., Auburn	
Watkins, Charles Alfred Nathan	South Berwick	142 Wood St.
Watson, Maurice Franklin	Falmouth, Mass.	13 J. B. H.
Watson, Murray Howard	Auburn 26 Granite St., Auburn	
Webber, George Albert	Lubec	12 J. B. H.
Webster, Lillian Sarah	Wales 47 Winter St., Auburn	
Wells, Irene Ruth	Brooklyn	W. H.
Whitmore, William Vincent	Tucson, Arizona	24 J. B. H.
Wiley, David Milton	Solon	42 P. H.
Williamson, Mary Phillips	Troy, N. Y.	51 College St.
Wolfe, Izetta Rae	Gloucester, Mass.	W. H.
Woodbury, Lillian Catherina	Gray	150 College St.
Wright, Ernestine Barker	Gardiner	W. H.

## SPECIAL COURSE

<i>Name</i>	<i>Residence</i>	<i>Room</i>
Allen, Shirley Burbank	Auburn	Auburn
Arata, William	Bar Harbor	21 J. B. H.
Barton, Charles Lincoln	Lowell, Mass.	9 J. B. H.
Boyson, Borje Herbert	Lynn, Mass.	429 Main St.
Bunker, James Preston	Northeast Harbor	427 Main St.
Doe, George Henry	Deerfield Center, N. H.	17 Towle St.
Drury, Clinton Arthur	East Haverhill, N. H.	49 P. H.
Hamlen, Joseph Avery	Lewiston	142 Wood St.
Harvey, Earle Frederick	Augusta	8 P. H.
Haskell, Osgood	Georgetown	3 J. B. H.
Jordan, Edwin Lindsay	Cambridge, Mass.	103 Wood St.
Larson, George Wilhelm	Warehouse Point, Conn.	142 Wood St.
Logan, Roy Gordon	Dalton, Mass.	8 P. H.
Lowell, William Arthur	East Bridgewater, Mass.	92 College St.
Mayoh, Charles Percy	Pawtucket, R. I.	237 Oak St.
Millward, George Sanford	Woodfords	9 J. B. H.
Morse, Lyman Roger	Still River, Mass.	52 P. H.
Mosher, James Earle	Belgrade	4 P. H.
Neville, John Thomas	Malden, Mass.	18 P. H.
Purvere, Lester Hosmer	East Providence, R. I.	6 P. H.
Reed, Payson Hollis	West Dresden	12 R. W. H.
Sampson, Verdal Manley	Lewiston	10 Arch Ave.
Sanderson, George Abbott	Mechanic Falls	10 Arch Ave.
Sawyers, William Archibald	Westerly, R. I.	24 J. B. H.
Schusler, Frederick Ray	Tacoma, Wash.	151 Wood St.
Smith, Maurice Preston	Meredith Center, N. H.	6 R. W. H.
Smith, Otho Francis	West Franklin	9 P. H.
Southey, Charles Lloyd	Riverside, R. I.	33 P. H.
Splaine, Frank	Sabattus	Sabattus
Stonier, James Edward	Gardiner	53 P. H.
White, Harry Jones	Jonesport	12 J. B. H.
Wiseman, Robert James	Lewiston	81 Pine St.

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H H—Hathorn Hall

R W H—Roger Williams Hall

P H—Parker Hall

J B H—John Bertram Hall

R H—Rand Hall

C H—Cheney House

M H—Milliken House

W H—Whittier House

## GRADUATES OF 1915

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Abbot, Harold Charles  
Atwood, James Noah  
Bassett, Mildred Sara  
Beane, Ruth Nettie  
Belleau, Adrienne Annette  
Blanchard, Thomas Harold  
Brooks, Harry Walter  
Bryant, Frances Violet  
Carey, Leslie Roy  
Chapman, Veva Marie  
Clifford, Earle Robinson  
Cole, Marion Ruth  
Currie, Ida Beatrice  
Davis, Horace Junkins  
Dolloff, George Ronello  
Dunn, Roscoe Loring  
Durgan, Mabel Cushing  
Folsom, Annie Lora  
Fossett, Harlon Melvin  
Foster, Abbie Elizabeth  
Fuller, Carleton Stuart  
Greenan, John Thomas  
Greene, Marian Gwendoline  
Gustin, George B.  
Hale, Etta Izella  
Harding, Earle Atherton  
Higgins, Charles Henry  
Hilton, Helen May  
Hooper, Florence May  
Howard, Maude Harriette  
Jewell, Winnifred Frances  
Jewett, Herbert George  
Jordan, Louis  
Kimball, Ida Florine  
Knight, Lewis Bert

Layton, Urban Henry  
Leighton, Jessie Aurelia  
McCullough, Bonaventure William  
Malone, Hannah Frances  
Mansfield, Allan William  
Manuel, William Frederick  
Meador, James Laurence  
Meador, Norman Daniel  
Merrill, Gertrude Hersom  
Merrill, Gladys Amelia  
Mills, Una Mae  
Miner, Howard Root  
Moore, Ernest Merrill  
Morrell, Barbara Nichols  
Moulton, George Burleigh  
Moulton, Joseph Langdon  
Mullen, Henry Pierce  
Nash, Forest Sylvanus  
Nevens, Viola Bliss  
Page, Geneva Adelle  
Perkins, Orman Clarence  
Pidgeon, Edwin Francis  
Richardson, Norman Cushman  
Rideout, Edith May  
Roberts, Mary Lillian  
Rosenbloom, Sarah  
Saxton, Ernest Leroy  
Seavey, John Stark  
Small, Elmer Owen  
Small, Ernest Libby  
Smiley, Alma Vena  
Smith, Camilla Hight  
Smith, Frederick  
Smith, Paul Rexford  
Stephanis, Constantine Soteriou

Stinson, Parker Burroughs  
Stuart, Annie Greenleaf  
Swift, Bradford Elmer  
Talbot, George Keating  
Thurston, Cleveland  
Tilton, Gladys Louise  
Tucker, Bethania

Tuttle, Roy Melvin  
Wadsworth, Mary Esther  
Walsh, Cecilia Frances  
Whitmarsh, Ethel  
Wight, Howard Marshal  
Witham, Kenneth Farwell  
Wood, Elizabeth May



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\*ERNEST LEROY SAXTON  
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\*HELEN MAY HILTON  
IDA FLORINE KIMBALL  
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 WILLIAM CHARLES MACFARLANE

*A. M., pro merito*

GEORGE LINCOLN MASON '93  
 FREDERICK PAUL JECUSCO '12

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 GEORGE B. GUSTIN  
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 JOSEPH LANGDON MOULTON  
 ERNEST LEROY SAXTON

*1916*

HENRY PETER JOHNSON  
 RAYMOND DURGIN STILLMAN

*1917*

CHARLES CLEVELAND CHAYER

*1918*

FRANK BROOKS QUIMBY

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*Executive Committee*, THE OFFICERS; JAMES R. PACKARD, '14, Kents Hill, Me.; HENRY P. JOHNSON, '16, Lewiston, Me.

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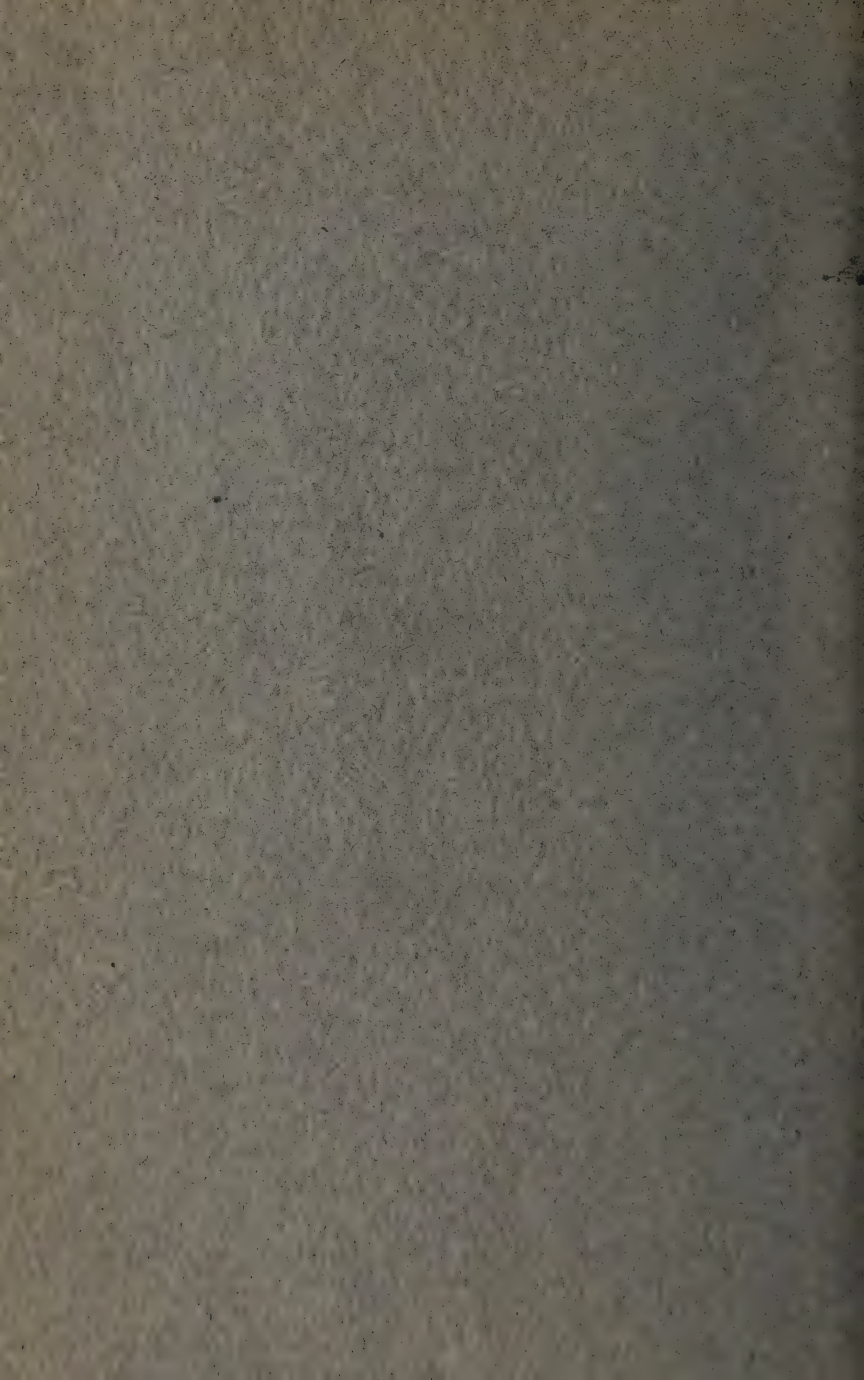












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# BATES COLLEGE

## BULLETIN

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### CATALOGUE

### 1916-1917



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Fourteenth Series

Number 1

December 1, 1916

Lewiston, Maine

The Bulletin of Bates College is published by the College four times a year.

Entered at the Post Office at Lewiston, Maine, as second-class mail matter, under the provisions of the Act of July 16, 1894.



# BATES COLLEGE

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# CALENDAR

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1916

Sept. 19-20	Examinations for Admission to College Tuesday and Wednesday, 8.30 A.M., 1.30 P.M.
Sept. 21	First Semester began 8.40 A.M. Prayers. Registration Thursday
Oct. 30-Nov. 10	Sophomore Preliminary Public Speaking 1.30 P.M.
Nov. 11	Prize Division 2.00 P.M.
Nov. 15	Tuition due
	Thanksgiving Recess from 12.00 M., November 29 to 12.00 M., December 4
	Christmas Recess from 12.00 M., December 20, 1916 to 7.40 A.M., January 4, 1917

1917

Jan. 12-28	Sophomore Debates 2.00 P.M.
Jan. 25	Day of Prayer for Colleges Thursday
Jan. 31-Feb. 7	Midyear Examinations
Feb. 8	Second Semester begins: 7.40 A.M.
Feb. 22	Washington's Birthday Thursday
Feb. 19-Mar. 2	Freshman Preliminary Public Speaking 1.30 P.M.
March 3	Prize Division 2.00 P.M.
March 15	Tuition due
March 15	Senior Prize Speaking Thursday, 7.45 P.M.
	Easter Recess, from 12.00 M., March 28 to 7.40 A.M., April 12
April 19	Patriots' Day Thursday
May 30	Memorial Day Wednesday
June 4	Examinations at Preparatory Schools
June 13	Junior Prize Speaking Wednesday, 7.45 P.M.
June 14	Last Chapel Thursday
June 14	Ivy Day Exercises Thursday
June 15-22	Final Examinations
June 24	Baccalaureate Exercises Sunday, 3.30 P.M.
June 25	Annual Meeting of Delta Sigma Rho Monday, 2.30 P.M.
June 25	Alumni Night Monday, 8.00 P.M.
June 26	Annual Meeting of the Corporation Tuesday, 9.00 A.M.



June 26	Class Day Exercises	Tuesday, 2.30 P.M.
June 26	Annual Meeting of the Alumni	Tuesday, 4.00 P.M.
June 26	Annual Meeting of Phi Beta Kappa	Tuesday, 4.00 P.M.
June 26	Illumination of College Campus	Tuesday, 7.45 P.M.
June 27	Commencement	Wednesday, 10.00 A.M.
June 27	The Commencement Dinner	Wednesday, 1.00 P.M.
June 27	President's Reception to the Graduates	Wednesday, 8.00 P.M.
Sept. 18-19	Examinations for Admission to College	Tuesday and Wednesday, 8.30 A.M., 1.30 P.M.
Sept. 20	First Semester begins: 8.40 A.M.	Thursday
Oct. 29-Nov. 9	Sophomore Preliminary Public Speaking	1.30 P.M.
Nov. 10	Prize Division	2.00 P.M.
Nov. 15	Tuition due	
	Thanksgiving Recess, from 12.00 M., November 28 to 12.00 M., December 3	
Dec. 19	Christmas Recess begins	

### *Office Hours*

The President, Roger Williams Hall, 2.00 P.M.-4.00 P.M.

Dean of Women, Rand Hall, 8.30 A.M.-9.30 A.M., 12.00 M.-12.30 P.M., 1.00 P.M.-1.30 P.M., daily; 3.30 P.M.-4.30 P.M., Mondays; 11.00 A.M.-12.00 M., Thursdays.

The Assistant Treasurer, Roger Williams Hall, 9.00 A.M.-11.00 A.M., 12.15 P.M.-2.15 P. M.

The Registrar, Roger Williams Hall, 8.30 A.M.-12.00 M., 1.30 P.M.-4.30, P.M.

The Y. M. C. A. Secretary, Roger Williams Hall, 10.00 A.M.-11.30 A.M., 1.30 P.M.-3.00 P.M.

# GENERAL INFORMATION

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## FOUNDATION

Bates College grew out of the Maine State Seminary, chartered in 1855. In 1862 sixteen young men in this school petitioned the Trustees to provide facilities for collegiate instruction. In the fall of 1863 the first Freshman class was admitted, and in the winter of 1864 a new Charter was secured, and Maine State Seminary became Bates College. The name Bates College was given by the Trustees in grateful acknowledgment of the generosity of Mr. Benjamin E. Bates of Boston, Mass., one of the founders of the city of Lewiston. Mr. Bates had taken a warm interest in the Seminary, and it was his encouragement, with a subscription in 1863 of \$25,000, which led to its development into the College. To this sum he subsequently added \$75,000. Mr. Bates died in 1877. Other friends have generously aided the institution, but none of their benefactions have surpassed in amount the gifts of Mr. Bates.

Lewiston, in which the College is situated, is the second city in population in Maine, having thirty thousand inhabitants. It is on the east bank of the Androscoggin, thirty-five miles northeast of Portland. It is connected by four bridges with Auburn, a city with sixteen thousand inhabitants, on the opposite bank of the river. The two cities are among the most enterprising and progressive in the East. Many of their public buildings are exceptionally beautiful and substantial. Their excellent public schools are constantly bringing to the two cities from all parts of Maine, and even from adjoining states, parents eager to secure a good education for their children. The Jordan High School, of Lewiston, and the Edward Little High School, of Auburn, rank among the best preparatory schools in New England. The pulpits of Lewiston and Auburn are occupied by able and scholarly men, and residents of few towns have better facilities for hearing the representative lecturers and orators of our country. The two cities are remarkably healthful, are situated amid some of the most beautiful scenery of the Androscoggin valley, and combine in a rare degree the educational influences afforded by the presence of business energy, of scholarly leisure, and of attractive environments. They are a little more than four hours distant from Boston, and are accessible from all directions by means of four railways—

the Grand Trunk, the Portland and Rumford Falls, and two lines of the Maine Central. These, with numerous electric roads, make the College easily accessible from every direction. The College grounds consist of fifty-five acres in the suburbs of Lewiston. They have great natural beauty and command fine views of the surrounding country. From the summit of Mount David, given by the late Mrs. Archibald Wakefield and the late Mrs. John M. Frye, as the site for an astronomical observatory, the White Mountains, more than fifty miles away, are distinctly visible. Through the generosity of the children of Mrs. Wakefield, three and one-half acres have (in September, 1912) been added to this earlier gift and nearly all of Mount David is now owned by the College—giving to the campus a distinctive charm that arrests the attention of every visitor.

### CHARACTER OF THE COLLEGE

The College is unsectarian in its organization, aims and methods, but it is unequivocally Christian. Breadth and thoroughness are sought, not only in literary and scientific attainments, but in moral and spiritual culture. What are called the vices of student life are practically unknown at Bates. No student can be a member of the College without taking and keeping a pledge to abstain from alcoholic drinks, and no student may receive beneficiary aid without abstaining from all use of tobacco. Hazing has never been tolerated. A large percentage of the students are actively religious, and among them are represented nearly all the religious denominations of New England. It has been the constant aim of the College to encourage and aid students of limited means and to exclude such habits and customs as lead to extravagant and unnecessary expenditures. Planted in a thrifty and frugal community, Bates is for a wide area the natural college home for students of limited means. The community, with its numerous industries, offers unusual opportunities for work; and college spirit and tradition make labor honorable. The Faculty of Bates find one of their highest pleasures in helping young men and young women to solve the problem of ways and means. An Employment Bureau composed of members of the Faculty and of Alumni is able practically to assure remunerative work to students able and willing to engage in self-help. Every year Bates students are engaged in more than sixty different kinds of employment. During 1915–1916 students earned some \$36,000. There are one hundred and five scholarships. Ninety-eight of these, of \$1,000 each, pay fifty dollars per year, each, to as many

deserving young men and young women. The other four are the Coe Scholarship of \$3,000 and the Dana Estes Scholarship of \$2,500, the John Bartlett Kezar Scholarship of \$2,000, and the Fitz Scholarship of \$1,500. Students preparing for the Christian ministry or for other kinds of public Christian service may receive aid from the Edgecomb Fund. Students of ample, of moderate, and of limited means live and work together in absolute social equality. From its organization in 1863, the College has received young women on the same terms with young men, thus beginning on the Atlantic seaboard the movement for the higher education of women.

The government of the College is vested in two co-ordinate boards: President and Fellows, and Overseers. Under the Charter of the College, the Board of Overseers must consist of five classes, each of them holding office for five years. Each class numbers five members, two of the five having been nominated from the Alumni. At the present time nine of the fourteen Fellows and nineteen of the twenty-five Overseers are Alumni. The graduates of Bates number 2114. Of these 1948 are living. The Bates Semi-Centennial was celebrated June 21-24, 1914.

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# ADMISSION OF STUDENTS

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## GENERAL STATEMENT

All candidates for admission to the College must offer satisfactory testimonials of good moral character; and those that have been members of other colleges must present certificates of honorable dismissal.

Young men desiring information about the College or seeking admission should address President George C. Chase, 16 Frye St., Lewiston; young women, Dean Clara L. Buswell, Rand Hall, Bates College, Lewiston.

A young woman applying for admission must furnish a certificate of character and scholarship from her principal, a certificate of health equal to the demands of a college course from her physician, and a certificate of character and worth from her pastor. Not more than fifty applicants can be received in any one year. Application should be made not later than March 1 of the year for which admission is sought. If practicable, the list of successful candidates will be announced about May 1.

Young men desiring information about rooms in the College dormitories should write to Superintendent Delbert E. Andrews, 130 Wood Street.

The requirements in particular subjects are as follows:

### LATIN

The requirements in Latin are those recommended in the "Report of the Commission on College-Entrance Requirements in Latin," and are as follows:

## I. AMOUNT AND RANGE OF THE READING REQUIRED.

1. The Latin reading required of candidates, without regard to the prescription of particular authors and works, shall be not less *in amount* than Cæsar, Gallic War, I-IV; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Vergil, Æneid, I-VI.

2. The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar (Gallic War and Civil War) and Nepos (Lives); Cicero (orations, letters, and De Senectute), and Sallust (Catiline and Jugurthine War); Vergil (Bucolics, Georgics, and Æneid), and Ovid (Metamorphoses, Fasti, and Tristia).

## II. SUBJECTS AND SCOPE OF THE EXAMINATIONS.

1. *Translation at Sight.* Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

2. *Prescribed Reading.* Candidates will be examined also upon the following prescribed reading: Cicero, orations for the Manilian Law and for Archias, and Vergil, Æneid, I, II, and either IV or VI at the option of the candidate, with questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

3. *Grammar and Composition.* The examinations in grammar and composition will demand thorough knowl-

edge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

#### SUGGESTIONS CONCERNING PREPARATION.

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphrase. Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination cannot test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from

dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practised.

The work in composition should give the student a better understanding of the Latin he is reading at the time, if it is prose, and greater facility in reading. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read as well; for this work the prose authors already studied should be used as models.

On the basis of the above Report the examinations will be grouped as follows:

#### I. TWO YEARS OF LATIN.

The examination will be adapted to the proficiency of those that have studied Latin in a systematic course of five exercises a week for two years. It will include translation from Cæsar's Gallic War, Book I, easy sight passages, and Grammar and Composition.

This examination is designed to meet the needs of such candidates for the degree of Bachelor of Science as offer only two years of Latin.

#### II. ELEMENTARY LATIN.

The examination will be adapted to the proficiency of those that have studied Latin in a systematic course of five exercises a week for at least three years. It will include translation of prose at sight, Cicero, as indicated above in Section II, Article 2, and Grammar and Composition.

#### III. ADVANCED LATIN.

The examination will be adapted to the proficiency of those that have studied Latin in a systematic course of

five exercises a week for at least four years. It will cover the work outlined in Section II of the Report.

## GREEK

### I. ELEMENTARY GREEK.

Candidates presenting this subject should be able to translate at sight simple Attic prose, and should possess a thorough mastery of ordinary Greek inflections, principles of syntax, and idioms, involving the ability to write simple Attic prose. To attain the required proficiency, a student should have studied Greek two years, in a systematic course of five exercises a week, including the reading of four books of Xenophon's *Anabasis* or an equivalent, thorough study of Grammar, and considerable practice in writing Greek sentences involving ordinary idioms and constructions.

### II. ADVANCED GREEK.

Candidates presenting this subject should be able to translate at sight passages from Homer, as well as from Attic prose, and should be well grounded in the epic dialect, the prosody of Homer and the general features of Homeric life. They should also be able to translate into Attic prose simple English passages of connected narrative. These requirements involve, in addition to the course in Elementary Greek, a third year of study, with exercises five times a week, and necessitate the reading of additional Attic prose and of at least the first three books of the *Iliad* or an equivalent, and practice in the writing of connected passages of Attic prose.

Students admitted without Greek may begin the study of Greek in the Freshman year and go on to the regular courses in that language.



## ENGLISH

The study of English in school has two main objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation.

*Grammar and Composition.* The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, sentences, and paragraphs should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary-school period. Written exercises may well comprise letter writing, narration, description, and easy exposition and argument. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from his reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in his recitations and various exercises, whether written or oral.

*Literature.* The second object is sought by means of two lists of books, headed respectively *Reading* and *Study*, from which may be framed a progressive course in literature covering four years. In connection with both lists, the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages in both verse and prose. As an aid to

literary appreciation, he is further advised to acquaint himself with the most important facts in the lives of the authors whose works he reads and with their place in literary history.

### A. READING

The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving him a first-hand knowledge of some of its best specimens. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

For 1916-1919.

Group I. Classics in Translation. The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the Odyssey, with the omission, if desired, of Books i-v and xv-xvii; the Iliad, with the omission, if desired, of Books xi, xiii, xiv, xv, xvii, xxi; Vergil's *Æneid*. The Odyssey, Iliad and *Æneid* should be read in English translations of recognized literary excellence.

For any unit of this group a unit from any other group may be substituted.

Group II. Shakespeare: *Midsummer Night's Dream*; *Merchant of Venice*; *As You Like It*; *Twelfth Night*; *The Tempest*; *Romeo and Juliet*; *King John*; *Richard II*; *Richard III*; *Henry V*; *Coriolanus*; *Julius Caesar*;\* *Macbeth*;\* *Hamlet*.\*

Group III. Prose Fiction. Malory: *Morte d'Arthur*

\*If not chosen for study under B.

(about 100 pages); Bunyan: *Pilgrim's Progress*, Part I; Swift: *Gulliver's Travels* (voyages to Lilliput and to Brobdignag); Defoe: *Robinson Crusoe*, Part I; Goldsmith: *Vicar of Wakefield*; Frances Burney: *Evelina*; Scott's Novels: any *one*; Jane Austen's Novels: any *one*; Dickens' Novels: any *one*; Thackeray's Novels: any *one*; George Eliot's Novels: any *one*; Mrs. Gaskell: *Cranford*; Kingsley: *Westward Ho! or Hereward, the Wake*; Reade: *The Cloister and the Hearth*; Blackmore: *Lorna Doone*; Hughes: *Tom Brown's School Days*; Stevenson: *Treasure Island or Kidnapped or Master of Ballantrae*; Cooper's Novels: any *one*; Poe: *Selected Tales*; Hawthorne: *The House of the Seven Gables or Twice Told Tales or Mosses from an old Manse*; A collection of *Short Stories* by various standard writers.

Group IV. Essays, Biography, etc. Addison and Steele: *The Sir Roger de Coverley Papers or Selections from the Tatler and Spectator* (about 200 pages); Boswell: *Selections from the Life of Johnson* (about 200 pages); Franklin: *Autobiography*; Irving: *Selections from the Sketch Book* (about 200 pages) or *Life of Goldsmith*; Southey: *Life of Nelson*; Lamb: *Selections from the Essays of Elia* (about 100 pages); Lockhart: *Selections from the Life of Scott* (about 200 pages); Thackeray: *Lectures on Swift, Addison, and Steele in the English Humorists*; Macaulay: Any *one* of the following essays: *Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederic the Great, Madame d'Arblay*; Trevelyan: *Selections from the Life of Macaulay* (about 200 pages); Ruskin: *Sesame and Lilies or Selections* (about 150 pages); Dana: *Two Years Before the Mast*; Lincoln: *Last Public Address, the Letter to Horace Greeley*, together with a brief memoir or estimate of Lincoln; Parkman: *The Oregon*

Trail; Thoreau: *Walden*; Lowell: *Selected Essays* (about 150 pages); Holmes: *The Autocrat of the Breakfast Table*; Stevenson: *An Inland Voyage and Travels with a Donkey*; Huxley: *Autobiography and selections from Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*; A Collection of *Essays by Bacon, Lamb, DeQuincey, Hazlitt, Emerson*, and later writers; A Collection of *Letters by various standard writers*.

Group V. Poetry. Palgrave: *Golden Treasury* (First Series): Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave: *Golden Treasury* (First Series): Book IV, with special attention to Wordsworth, Keats and Shelley (if not chosen for study under B); Goldsmith: *The Traveller and The Deserted Village*; Pope: *The Rape of the Lock*; A Collection of English and Scottish Ballads, as, for example, some Robin Hood ballads, *The Battle of Otterburn*, *King Estmere*, *Young Beicham*, *Bewick and Grahame*, *Sir Patrick Spens*, and a selection from later ballads; Coleridge: *The Ancient Mariner*; Byron: *Childe Harold*, Canto III or IV, and *The Prisoner of Chillon*; Scott: *The Lady of the Lake*, or *Marmion*; Macaulay: *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*; Tennyson: *The Princess*, or *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning: *Cavalier Tunes*, *The Lost Leader*, *How they Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, *The Pied Piper*, “*De Gustibus—*,” *Instans Tyrannus*; Arnold: *Sohrab and Rustum*, and *The Forsaken*

Merman; Selections from American Poetry, with special attention to Poe, Lowell, Longfellow, and Whittier.

## B. STUDY

This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

Group I. Drama. Shakespeare: Julius Cæsar, Macbeth, Hamlet.

Group II. Poetry. Milton: *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson: *The Coming of Arthur*, *The Holy Grail*, and *The Passing of Arthur*; the selections from Wordsworth, Keats, and Shelley in Book IV of Palgrave's *Golden Treasury* (First Series).

Group III. Oratory. Burke: *Speech on Conciliation with America*; Macaulay's *Speech on Copyright* and *Lincoln's Speech at Cooper Union*; Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*.

Group IV. Essays. Carlyle: *Essay on Burns*, with a selection from *Burns' Poems*; Macaulay: *Life of Johnson*; Emerson: *Essay on Manners*.

Examination. However satisfactory in subject matter, no paper will be considered satisfactory if seriously defective in punctuation, spelling, or other essentials of good usage.

The examination will be divided into two parts, one of which will be on grammar and composition, and the other on literature.

In grammar and composition, the candidate may be

asked specific questions upon the practical essentials of these studies, such as the relation of the various parts of a sentence to one another, the construction of individual words in a sentence of reasonable difficulty, and those good usages of modern English, which one should know in distinction from current errors. The main test in composition will consist of one or more essays, developing a theme through several paragraphs; the subjects will be drawn chiefly from the books read.

An examination in literature will include:

A. General questions designed to test such a knowledge and appreciation of literature as may be gained by fulfilling the requirements defined under A. READING, above. The candidate will be required to submit a list of books read in preparation for the examination, certified by the principal of the school in which he was prepared; but this list will not be made the basis of detailed questions.

B. A test on the books prescribed for study, which will consist of questions upon their form, content, and structure, and upon the meaning of such words, phrases, and allusions as may be necessary to an understanding of the works and an appreciation of their salient qualities of style. General questions may also be asked concerning lives of the authors, their other works, and the periods of literary history to which they belong.

## MATHEMATICS

### I. ELEMENTARY MATHEMATICS.

(1) Algebra. Through equations of the second degree. Although candidates are not examined in Arithmetic, a thorough knowledge of its fundamental principles is



an essential part of a preparatory course. This subject should not be neglected by candidates.

The required work in Algebra should ordinarily cover two years' work of five recitations per week, and includes the following subjects: Factors, fractions, ratio and proportion; negative quantities and interpretation of negative results; a thorough knowledge of radicals and the solution of equations involving radicals, fractional and negative exponents; the binomial theorem for positive integral exponents; extraction of roots; the solution of equations with one or more unknowns, whether of the first or second degree, and with literal as well as numerical coefficients, and of problems leading to such equations; arithmetical and geometrical progression.

It is recommended that the student familiarize himself with the solution of simultaneous equations of two or three unknowns, that he be able to solve quadratics at sight, either by factorization or by formula, and that he learn to draw the graphs of linear and quadratic equations of two unknowns.

(2) Plane Geometry. The required work in plane geometry should extend throughout one year of five recitations per week.

The theorems and constructions as found in good textbooks: The properties of plane rectilinear figures; the circle, and the measurement of angles; similar polygons; areas; regular polygons and the measurement of the circle. A large part of the time should be given to original demonstrations of exercises, and this should be insisted upon as a part of the required work in the course.

## II. ADVANCED MATHEMATICS.

(1) Algebra, including choice, chance, theory of limits, the binomial theorem for negative and fractional exponents, logarithms, series, determinants, graphs, derivatives, and the theory of equations.

(2) Solid Geometry, as represented by the ordinary college text-books. Candidates should be able to solve readily problems of solid mensuration and to demonstrate original theorems that may be deduced easily from the text.

(3) Plane Trigonometry, as represented by the usual text-books. Candidates must be familiar with the theory and use of six-place logarithmic tables.

## FRENCH

The admission requirements in elementary and advanced French are those recommended by the Modern Language Association of America.

### I. ELEMENTARY FRENCH.

The work to be done during the first year should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plurals of nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax; (3) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in

translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation.

During the second year, the work should comprise: (1) the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches; (2) constant practice, as in the previous year, in translating into French easy variations upon the texts read; (3) frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (6) mastery of the forms and use of pronouns, of pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and the subjunctive.

Suitable texts for the second year are: About's "Le roi des montagnes," Bruno's "Le tour de la France," Daudet's easier short tales, La Bédollière's "La Mère Michel et son chat," Erckmann-Chatrian's stories, Foa's "Contes biographiques" and "Le petit Robinson de Paris," Foncin's "Le pays de France," Labiche and Martin's "La poudre aux yeux" and "Le voyage de M. Perichon," Legouvé and Labiche's "La cigale chez les fourmis," Malot's "Sans famille," Mairét's "La tâche du petit Pierre," Mérimée's "Colomba," extracts from Michelet, Sarcey's "Le siège de Paris," Verne's stories.

## II. ADVANCED FRENCH.

During the third year the work should comprise the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant

practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts are: About's stories, Augier and Sandeau's "Le gendre de M. Poirier," "Béranger's poems," Daudet's "La Belle-Nivernaise," Corneille's "Le Cid" and "Horace," Coppée's poems, Le Brète's "Mon oncle et mon curé," Madame de Sévigné's letters, Hugo's "Hernani" and "La Chute," Labiche's plays, Loti's "Pêcheur d'Islande," Mignet's historical writings, Molière's "L'Avare," and "Le Bourgeois Gentilhomme," Racine's "Athalie," "Andromaque" and "Esther," Thier's "L'expédition de Bonaparte en Egypte," George Sand's plays and stories, Sandeau's "Mademoiselle de la Seiglière," Scribe's plays, Thierry's "Recits des temps mérovingiens," Vigny's "La canne de jonc," Voltaire's historical writings.

## GERMAN

The admission requirements in elementary and advanced German are those recommended by the Modern Language Association of America.

### I. ELEMENTARY GERMAN.

The first year's work should comprise: (1) careful drill upon pronunciation; (2) memorizing and frequent repetition of easy colloquial sentences; (3) drill upon the rudiments of grammar, that is, upon the inflection of the articles, of such nouns as belong to the language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs, also upon the use of the more common prepositions, the simpler uses of the modal auxili-

iaries, and the elementary rules of syntax and word order; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in reproducing natural forms of expression; (5) the reading of 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in reproducing from memory sentences previously read.

The second year's work should comprise: (1) the reading of 150 to 200 pages of literature in the form of easy stories and plays; (2) accompanying practice, as before, in translating into German easy variations upon the matter read, also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages; (3) continued drill upon the rudiments of grammar, directed to the end of enabling the pupil, first, to use his knowledge with facility in forming sentences, and second, to state his knowledge correctly in the technical language of grammar.

Stories suitable for the elementary course can be selected from the following list: Andersen, *Märchen* and *Bilderbuch ohne Bilder*; Arnold, *Fritz auf Ferien*; Baumbach, *Die Nonna* and *Der Schwiegersohn*; Gerstäcker, *Germelshausen*; Heyse, *L'Arrabbiata*, *Das Mädchen von Treppi*, and *Anfang und Ende*; Hillern, *Höher als die Kirche*; Jensen, *Die braune Erica*; Leander, *Träumereien* and *Kleine Geschichten*; Seidel, *Märchen*; Stökl, *Unter dem Christbaum*; Storm, *Immensee* and *Geschichten aus der Tonne*; Zchokke, *Der zerbrochene Krug*.

The best shorter plays available are: Benedix, *Der Prozess*, *Der Weiberfeind*, and *Günstige Vorzeichen*; Elz, *Er ist nicht eifersüchtig*; Wichert, *An der Majorsecke*;

Wilhelmi, *Einer muss heiraten*. Only one of these plays need be read, and the narrative style should predominate. A good selection of reading matter for the second year would be Andersen, *Märchen*, or *Bilderbuch*, or Leander, *Träumereien*, to the extent of about forty pages. Afterward, such a story as *Das kalte Herz*, or *Der zerbrochene Krug*; then *Höher als die Kirche*, or *Immensee*; next a good story by Heyse, Baumbach, or Seidel; lastly *Der Prozess*.

## II. ADVANCED GERMAN.

The work should comprise, in addition to the elementary course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses and modes (with especial reference to the infinitive and subjunctive), and likewise upon word order and word formation.

Suitable reading matter for the third year can be selected from such works as the following: Ebner-Eschenbach, *Die Freiherren von Gemperlein*; Freytag, *Die Journalisten* and *Bilder aus der deutschen Vergangenheit*, for example *Karl der Grosse*, *Aus den Kreuzzügen*, *Doktor Luther*, *Aus dem Staat Friedrichs des Grossen*; Fouqué, *Undine*; Gerstäcker, *Irrfahrten*; Goethe, *Hermann und Dorothea* and *Iphigenie*; Heine's poems and *Reisebilder*; Hoffman, *Historische Erzählungen*; Lessing, *Minna von Barnhelm*; Meyer, *Gustav Adolfs Page*; Moser, *Der Bibliothekar*; Riehl, *Novellen*, for example *Burg Neideck*, *Der Fluch der Schönheit*, *Der stumme Ratsherr*, *Das Spielmannskind*;



Rosegger, *Waldheimat*; Schiller, *Der Neffe als Onkel*, *Der Geisterseher*, *Wilhelm Tell*, *Die Jungfrau von Orleans*, *Das Lied von der Glocke*, *Balladen*; Scheffel, *Der Trompeter von Säkkingen*; Uhland's poems; Wildenbruch, *Das edle Blut*. A good selection would be: (1) one of Riehl's novelettes; (2) one of Freytag's "pictures"; (3) part of *Undine* or *Der Geisterseher*; (4) a short course of reading in lyrics and ballads; (5) a classical play by Schiller, Lessing, or Goethe.

## CHEMISTRY

The examination in this subject implies an acquaintance by recitation and laboratory work with elementary processes and with the properties of common chemical substances; also a familiarity with the chemical notation in its arithmetical meaning, including the ability to solve simple problems based on the relations expressed by formulas and equations.

The requirements in this subject include the study of both metals and non-metals, and may be met by the use of any good elementary text-book and laboratory manual, and the presentation of a satisfactory laboratory certificate describing the work done.

## PHYSICS

The student must present satisfactory evidence that he has completed a year's work in Physics based upon a standard text-book (Carhart and Chute's, Millikan and Gale's, and Gage's are recommended). The course must include at least one two-hour laboratory period per week. To receive credit in Physics a laboratory certificate describing the work done must be presented. At least forty experiments should be performed.

## BIOLOGY

One year's work in Biology may be offered for one unit in the preparatory course. The year's work should be equivalent to at least one hundred one-hour exercises, consisting of at least one-half laboratory work. A laboratory certificate describing the work done must be presented. The course may consist of one year's work in Zoölogy, or one year's work in Botany, or one-half year's work in each.

It is desirable that considerable field work be done; that the animals and plants be studied in their natural environment. A large amount of data, obtained through accurate observation out-of-doors, forms the best foundation for the work to be accomplished in the laboratory and recitation room.

It is more important that a relatively small amount of laboratory work be carefully and thoroughly accomplished by proper laboratory methods, than that a large amount of ground be covered in a superficial and unscientific manner.

For a year's work in Zoölogy, the following texts—supplemented with such laboratory work as time and text would require—are approved: General Zoölogy, by Linville and Kelley; Zoölogy, Descriptive and Practical, by Colton; Introduction to Zoölogy, by Davenport.

For one-half year's course in Zoölogy: Animal Life, by Jordan and Kellogg; Animal Forms, by Jordan and Heath; Practical Zoölogy, by Davison.

For a year's course in Botany: Plants, by Coulter; Elements of Botany, by Bergen; Introduction to Botany, by Stevens.

For a one-half year's course in Botany: such parts—selected by instructor—of one of the above texts, as can be properly handled in the time.

## HISTORY

### UNITED STATES HISTORY AND CIVICS.

The student should have a general knowledge of the colonization of the several states, the forms of government that existed previous to the War of Independence, the causes and principal events of that war, the Period of the Confederation and the establishment of the Federal Constitution with the general history subsequent to that event.

### ENGLISH HISTORY.

In this subject a general knowledge of the social and political development of England is expected of the student. This applies in particular to the centuries subsequent to the Norman conquest and to the movements that culminated in the creation of a British Empire and of a limited monarchy.

### ANCIENT HISTORY, GREEK AND ROMAN.

The student should know the main facts respecting the political development of Greece and the Roman Republic and Empire, and should possess a general acquaintance with Greek and Roman life, literature and art.

## DEGREES

Students are admitted to Bates College as candidates for the degree either of Bachelor of Arts or of Bachelor of Science. The degree of Bachelor of Arts is regularly conferred upon those that have included among their courses one year of college Latin. In exceptional cases the degree may be conferred also upon students that have

not taken Latin, but, beginning Greek in college, have continued the study of the same through Courses 1 and 2. Students that pursue neither Latin nor Greek receive the degree of Bachelor of Science. Young women admitted to Bates must offer adequate preparation in Latin, and they are enrolled as candidates for the degree of Bachelor of Arts.

## ADMISSION GROUPS

To show clearly the requirements for admission the following grouping of the preceding subjects is made. Candidates for admission to the Freshman Class must show adequate preparation in all the subjects of Group I and in enough of Group II to make a total of  $14\frac{1}{2}$  units. To count a unit a subject must be pursued for one school year of thirty-six weeks with five recitation periods per week.

A.B. COURSE— <i>Group I</i>		B.S. COURSE— <i>Group I</i>	
	Units		Units
English, A and B, (3 years),	3	English, A and B, (3 years),	3
*Latin	3	Modern Language	2
Algebra	$1\frac{1}{2}$	Algebra	$1\frac{1}{2}$
Plane Geometry	1	Plane Geometry	1
†History	1	†History	1
<hr/>		<hr/>	
Total required	$9\frac{1}{2}$	Total required	$8\frac{1}{2}$

\*Though three years of Latin will be accepted for admission to the course leading to the degree of Bachelor of Arts, the candidate is strongly urged to present four years. All that present three years only will be required to take two full years of Latin while in college in order to qualify for the above-mentioned degree. See page 79 for a statement about the required college courses in Latin.

†In presenting History for admission, the candidate has the option of presenting either one full year of one history or a half-year of each of two.

A.B. COURSE— <i>Group II</i>		B.S. COURSE— <i>Group II</i>	
	Units		Units
Elementary Greek	2	Two years of Latin	2
Advanced Greek	1	Elementary Latin	3
Advanced Latin	1	Advanced Latin	1
Elementary French	2	Elementary Greek	2
Advanced French	1	Advanced Greek	1
Elementary German	2	Elementary French (if	
Advanced German	1	not offered in Group I)	2
Chemistry (including		Advanced French	1
note-book)	1	Elementary German (if	
Physics (including		not offered in Group I)	2
note-book)	1	Advanced German	1
Biology (including		Chemistry (including	
note-book)	1	note-book)	1
†General Science	1	Physics (including note-	
Advanced Algebra	$\frac{1}{2}$	book)	1
Solid Geometry	$\frac{1}{2}$	Biology (including note-	
Plane Trigonometry	$\frac{1}{2}$	book)	1
Greek History	$\frac{1}{2}$ or 1	†General Science	1
American History and		Advanced Algebra	$\frac{1}{2}$
Civil Government	$\frac{1}{2}$ or 1	Solid Geometry	$\frac{1}{2}$
English History	$\frac{1}{2}$ or 1	Plane Trigonometry	$\frac{1}{2}$
†Bible Study	1	American History	$\frac{1}{2}$ or 1
		Roman History	$\frac{1}{2}$ or 1
		Greek History	$\frac{1}{2}$ or 1
		English History	$\frac{1}{2}$ or 1
		†Bible Study	1
		*Free Hand Drawing	$\frac{1}{2}$
		*Mechanical Drawing	$\frac{1}{2}$
Total elective		Total elective	
	5		6

\*Accepted only from schools fully equipped for work of this character.

†Accepted only upon evidence that it represents serious work and sound methods.

Candidates for the degree of Bachelor of Arts must present in addition to Group I a selection of subjects from Group II aggregating five units according to the valuation there indicated. This selection must include either Elementary Greek, Elementary French, or Elementary German.

Candidates for the degree of Bachelor of Science must present in addition to Group I a selection of subjects from Group II aggregating six units according to the valuation there indicated.

## A FREE MARGIN OF ELECTIVES

In special cases, other secondary school subjects, aggregating not more than two units, will be accepted. Candidates for admission that wish to avail themselves of this privilege, must present from their Principals full statements both of the amount and of the quality of work done in such subjects. Only subjects that require serious intellectual efforts will be considered.

## THE METHODS OF ADMISSION

All candidates for admission must present evidence of sound moral character, of an approved school course satisfactorily completed, and of sufficient maturity and ability to do college work.

## THE TWO PLANS OF EXAMINATIONS

### I. THE OLD PLAN OF EXAMINATIONS.

To secure admission under this plan, the examination of the candidate must show adequate preparation in the subjects prescribed on page 37, and in enough of the elec-



tive subjects listed on page 38 to be credited with a total of fourteen and one-half units.

Candidates that meet in full these requirements are admitted to regular standing. Candidates that fail to meet in full the requirements indicated above may be admitted under conditions which must be removed later by complying with certain regulations under the direction of the Committee on Registration. In admitting students with conditions, each case is settled on its merits. Ordinarily, however, a condition of more than two units is not granted.

## II. THE NEW PLAN OF EXAMINATIONS.

To be admitted under this plan a candidate

(1) Must present evidence of an approved school course satisfactorily completed; and

(2) Must show in four examinations as explained below that his scholarship is of a satisfactory quality:

### SCHOOL RECORD

A candidate must present to the Committee on Admission evidence of his secondary school work in the form of an official detailed statement showing

(a) The subjects studied by him and the ground covered.

(b) The amount of time devoted to each.

(c) The quality of his work in each subject.

To be approved, this statement must show

(a) That the candidate's secondary school course has extended over four years.

(b) That his course has been concerned chiefly with languages, mathematics, and history.

(c) That the English and Latin of his school program,

if he is a candidate for the A.B., have been pursued for not less than the equivalent of five periods per week for three years; the English for three years, and the French or German for two years, if he is a candidate for the B.S.

#### THE EXAMINATIONS

If the official detailed statement presented by the candidate shows that he has satisfactorily completed an approved secondary school course, he may present himself for examinations in four subjects as follows:

##### *For the A.B.*

1. English.
2. Latin.
- 3 and 4. Two of the following subjects:
  - (a) Mathematics (Algebra and Plane Geometry).
  - (b) Chemistry and Physics.
  - (c) History: either
    - (1) Greek and Roman, or
    - (2) American, or
    - (3) English.

##### *For the B.S.*

1. As for the A.B.
2. Either French or German.
- 3 and 4. As for the A.B.

These four examinations must be taken at one time, either in June or in September. Candidates who show by their school records and college examinations that they have the ability to take advantage of college work and college methods, will be admitted without conditions. If a candidate is not admitted, it will mean that his school record and college examinations do not show a scholarship adequate for college work.

## ADMISSION BY CERTIFICATE

Graduates of schools approved by the New England College Entrance Certificate Board are admitted without examination. The colleges associated in this Board are Amherst, Bates, Boston University, Bowdoin, Brown University, Colby, Massachusetts Agricultural, Middlebury, Mount Holyoke, Smith, Tufts, University of Vermont, Wellesley, Wesleyan University, Williams.

Certificates are passed upon by the individual colleges above named. All schools in New England desiring the certificate privilege should apply to the Secretary of the Board, Professor Frank W. Nicolson, Wesleyan University, Middletown, Conn., before April 1st. Schools outside of New England desiring the certificate privilege should apply to the Registrar of Bates College, Roger Williams Hall, Lewiston, Maine.

Certificates should meet the requirements in full, but certificates covering eight units of the requirements will be accepted and the candidates will be examined on the remaining units. Candidates offering certificates for less than eight units of the requirements must be examined in full. Candidates that have taken preparatory work in more than one school must be certified by the principal of each of the schools in which they have taken work.

Blanks for certificates will be furnished by the Registrar of the College. School diplomas will not be accepted in place of certificates. Certificates that candidates have met the entrance requirements of another college will ordinarily be accepted, provided they cover the usual subjects, or their equivalents, required for admission to Bates College.

## ADMISSION BY CERTIFICATE OF EXAMINATIONS

Academic diplomas issued by the Regents of the University of the State of New York are accepted in all required subjects covered by them.

Certificates of the New York State Examination Board are accepted.

## ADMISSION FROM OTHER COLLEGES

Students from other colleges seeking admission to Bates must present the following credentials: a letter of honorable dismissal, a statement of method of admission, an official statement in detail of studies taken by terms or semesters, with standing in the same, the exact number of terms of attendance, and a marked catalogue of the institution, showing each subject that has been completed.

## DATES OF EXAMINATIONS FOR ADMISSION

The regular examinations for admission to Bates begin on Tuesday, September 18, at 8.30 o'clock A.M., in Room 2, Hathorn Hall. Arrangements may be made for taking examinations at the student's own school beginning on the first Monday in June. Principals, wishing thus to assume the responsibility of the examinations, should register their requests for examination papers, stating the subjects and the number of papers required in each, with the Chairman of the Committee on Entrance Examinations, Professor F. A. Knapp, 32 Mountain Ave., Lewiston, Maine, not later than May 26. Examinations will not be held at the College in June.

## COURSES OF INSTRUCTION

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Most of the work of the Freshman year is required. Some electives are introduced in the second semester of the Freshman year and are increased in number with each succeeding semester. The essentials of a liberal education are constantly kept in view and the attainment of knowledge is made tributary to the love of study, the habit of investigation, and the tastes and aptitudes of the scholar. The individuality of students is recognized and encouraged without the sacrifice of breadth and thoroughness. Class-room work is supplemented by original observation and research and by a systematic use of the College Library.

While in every department the cultural aim is held constant and controlling, the culture sought is of the kind that pays tribute to life. While not mistaking itself for a professional school or a technical school, the College seeks to make all its instruction practical. Each teacher remembers that forty-three out of every hundred of Bates graduates become educators, and strives to exemplify the best Pedagogy. A semester course of one hour a week is devoted to methods of teaching each secondary school subject in which advanced work is done in the College. In addition, the Professor of Education gives carefully planned courses that, while thoroughly cultural, ensure to those pursuing them a teacher's certificate of the first class from State Boards of Education. In like manner, the courses in Elocution and in English, especially the courses in Argumentation, prove of great value to

graduates who engage in public speaking and, in particular, to those who practice Law; while the course in Rhetoric and the practical training in Composition afford an admirable preparation for Journalism. So, also, the courses in Biblical Literature and Religion, while having a choice cultural value, are a substantial aid to students contemplating the Christian Ministry. The thorough courses in Chemistry meet the requirements of the best Medical Schools, and those in Biology receive equal recognition. The work in Mechanics, in Electricity and Magnetism, and in the Elements of Electrical Engineering, assures to the general student of these subjects an intelligent acquaintance with the great natural forces of the industrial world and enables the prospective engineer to gain, at comparatively slight cost, advanced standing in such a school of applied science as the Massachusetts Institute of Technology.

Students wishing to enter Medical Schools after completing two years' work in Bates College must present the complete admission requirements as in the case of students matriculating for the A.B. or B.S. degree. The purpose of such students to pursue a medical course after completing the necessary college work must be attested by a written statement from their parents, or their guardian. A change to regular standing may be made only by special vote of the faculty. Such students are required to take work in Biology, Chemistry, Physics, French or German, and may elect one course in some other language.



## I. ASTRONOMY

1. GENERAL ASTRONOMY. A descriptive and reasoned course concerning the heavenly bodies: their motions, real and apparent; their dimensions and masses; their nature and physical condition; their influences upon one another; and their services to man.

*Three hours. First semester. Elective for Juniors and Seniors.*

2. GENERAL ASTRONOMY. Studies in selected fields. Special attention is given to the methods of teaching secondary school astronomy.

*Three hours. Second semester. Elective for Juniors and Seniors.*

## II. BIBLICAL LITERATURE AND RELIGION

1. THE BIBLE AS LITERATURE. An introduction to the Bible as a part of world literature. The aim is to lead the student into a new appreciation of the literary beauty of the Bible, and to teach a method of study that will enable one to understand the messages of the world's greatest book.

*Three hours. Second semester. Elective for Freshmen.*

2, 3. HISTORY OF RELIGIONS. A study of the religions of China, Japan, Egypt, Babylonia, Assyria, India, Persia, Greece, and Rome, during the first semester; and of Judaism, Mohammedanism, and Christianity, during the second semester.

*Three hours. Through the year. Elective for Sophomores, Juniors, and Seniors,*

[4, 5. OLD TESTAMENT LITERATURE. The origin, growth and messages of the books of the Old Testament. The main divisions of the course for the year are as follows: the historical background of Hebrew literature, including a consideration of the monumental discoveries in the orient, which have thrown light on the Bible; the prophets in their historical setting, with a special study of their distinctive messages; the poetical books, especially the Psalms; the Wisdom books, especially Job.

*Three hours. Through the year. Elective for Juniors and Seniors. Not offered in 1916-1917.]*

6, 7. NEW TESTAMENT LITERATURE. This course covers the following topics: the historical circumstances in which the books of the New Testament originated; study of the letters of Paul in the light of their historical setting; critical study of the first three Gospels; the post-Pauline literature; the Johannine literature, with a careful interpretation of the Book of Revelation and the Gospel of Saint John; why and when these documents came to be considered sacred.

*Three hours. Through the year. Elective for Juniors and Seniors. Not offered in 1917-1918.*

8, 9. HEBREW LANGUAGE. The elements of the language, and a translation of parts of the historical books of the Old Testament.

*Three hours. Through the year. Elective for Juniors and Seniors.*

10, 11. ADVANCED HEBREW. Translation of selections from the Prophets and the Psalms.

*Three hours. Through the year. Elective for Seniors.*

### III. BIOLOGY

#### GENERAL BIOLOGY

1. GENERAL BIOLOGY. This course deals with the general principles of the subject—life, growth, reproduction, irritability, elementary embryology, fundamental structural characteristics of both plants and animals, and with such topics as immunity and heredity. Instruction is given by means of recitations and laboratory work. Field work constitutes an important part of the course. Trips are taken into the surrounding country for the purpose of collecting and studying both plants and animals in their natural environment.

The aim of this course is to deal extensively with fundamentals; emphasizing the cultural aspects of the subject and the importance of accurate observation.

*Two one-hour periods and one two-hour period. Second semester. Elective for Freshmen and Sophomores. This course should be taken by any one who plans to do further work in this department.*

#### BOTANY

1. MORPHOLOGY, ECOLOGY AND GENERAL CLASSIFICATION OF THE PLANT KINGDOM. The work of the course comprises recitations, lectures and laboratory exercises. A study is made of the principles upon which modern classification is based. Type specimens representing the various groups and sub-divisions of the vegetable kingdom are studied with respect to their distinctive characteristics, structure, etc., together with a consideration of the inter-relations of the groups. In the laboratory the student studies and sketches most of the specimens taken up in recitations.

The purpose of this course is twofold: (1) to give the student a knowledge of the structure and functions of representative types of the plant kingdom, and how these types are related to one another from an evolutionary viewpoint; (2) to continue the training in methods of precision and accuracy in observation so essential to all scientific work.

*Two one-hour periods and one two-hour period. First semester. Elective for Juniors that have completed Biology 1.*

2. MORPHOLOGY, PHYSIOLOGY AND ECOLOGY OF FLOWERING PLANTS. The method of instruction in this course is: (1) recitations upon the above subjects, as they are developed by a study of the text-book, by lectures and in laboratory work; (2) laboratory exercises, in which a careful study is made of the morphology of the various parts of the plant body. The seeds, roots, stems, leaves, flowers and fruits are taken up in succession. The structure and relation of these parts to the life processes of the plant are recorded in the laboratory note-book, by means of drawings and descriptive notes. Sufficient time is given to flower analysis, so that each student has such practice as will make him familiar with the method of work. Considerable attention is given to field work.

The aim of this course is to give the student a general yet comprehensive knowledge of the life-processes and structure of the flowering plants.

*Two one-hour periods and one two-hour period. Second semester. Elective for Juniors that have completed Biology 1.*

## ZOÖLOGY

1, 2. GENERAL PRINCIPLES OF ZOÖLOGY; and Morphology, Ecology and General Classification of Inverte-

brate Animals. Instruction is given by recitations and laboratory work. These courses aim to teach, first, the general principles of the subject, its history and subdivisions, the structure, development and functions of cells, tissues and organs, general embryology, etc.; second, the outlining of the principal groups of the animal kingdom, studying their ecology and morphology. The laboratory work is confined to representatives of the chief groups of invertebrates. Typical forms are studied microscopically or dissected, and careful drawings with descriptive notes must accompany the laboratory work.

*Two one-hour recitation periods and one two-hour laboratory period. First semester. One one-hour recitation period and two two-hour laboratory periods. Second semester. Elective for Sophomores that have completed Biology 1.*

3, 4. COMPARATIVE ANATOMY OF VERTEBRATES. Instruction in this course is given chiefly by laboratory exercises and lectures. Type representatives of the different classes of Vertebrata are very thoroughly dissected and studied in a comparative way, from the lower forms to the higher. All observations and records are kept by means of drawings and notes. The course is intended especially for those who are particularly interested in biological science, or in the study of anatomy and medicine.

*Three two-hour periods. Through the year. Elective for Juniors that have completed Biology 1; Zoölogy 1 and 2.*

5, 6. MICROSCOPIC TECHNIQUE, HISTOLOGY, AND EMBRYOLOGY. In these courses instruction is given by lectures, recitations and laboratory work. A study is made of the parts and use of the compound microscope, together with laboratory work upon the more essential methods of investigation. This involves practical work upon an

invertebrate animal and the different tissues of vertebrates. The student experiments with the important methods of fixing, hardening, staining, dehydrating, clearing, imbedding, sectioning, and mounting objects for microscopic study.

Further, the student is introduced to the general subject of animal histology, by a careful study of the above preparations.

*Three two-hour periods. Through the year. Elective for Seniors that have completed Biology 1, Zoölogy 1, 2, 3 and 4.*

7. GENETICS. The work in genetics is divided into two distinct courses:

7a. HEREDITY. In this course an attempt is made to summarize the general field of heredity by means of recitations, lectures, and discussions on library work. Believing that the subject of heredity is of great interest to, and should concern, everybody, an endeavor is made to take up the introductory work of this course in such a manner as to make it possible for the student without previous biological training to do the work.

*Two hours. First semester. Elective for Seniors.*

7b. EXPERIMENTAL BREEDING. A laboratory course, in which each student carries on several series of breeding experiments with some form that reproduces rapidly; drosophilia, mice, guinea pigs, and rabbits are now being used.

*One two-hour period. First semester. Elective for students that have had at least Zoölogy 1, 2, 3, and 4.*

## PHYSIOLOGY FOR MEN

1. PHYSIOLOGY, ANATOMY, AND HYGIENE. Instruction in this course is given by lectures and recitations. This



course is devoted chiefly to Physiology and Hygiene with emphasis placed upon Hygiene. "The Human Mechanism" by Hough and Sedgwick is used as a text.

*Three hours. First semester. Elective for Freshmen.*

The practical value of the course is greatly augmented through the use of the Bock Stegers anatomical models of the heart, eye, ear, trunk, etc.; also by use of a human skeleton.

### ORNITHOLOGY

1. Considerable attention is given to the study of Ornithology, apart from that of general zoölogy. In the first semester twelve lectures are given to the Freshman Class on the characteristics of birds—peculiarities of physical structure, flight, utility, song, beauty, intelligence, and migration; on the fossil, sub-fossil, and extinct birds, and on classification. The last lecture is devoted to the winter birds of Maine. This lecture is preparatory to the work to be done by the class during the winter. Prizes are given to the members of the class that report the longest list of birds observed and carefully identified between the first of December and middle of March. Two prizes are also given to the class for the best winter sketches of not more than two thousand words each.

2. In the twelve lectures given in the spring all the species of the inland birds of Maine are described and the mounted specimens are shown to the class. Four times a week, from the last of March to the middle of June, the members of the Freshman class make early morning excursions of one hour and a half to the fields and woods in search of the birds. From 75 to 130 different species are recognized in one year by the careful observers.

## IV. CHEMISTRY

Instruction in this department includes lectures, recitations and laboratory work, and continues through the Sophomore, Junior, and Senior years. The study begins with lectures and recitations on the non-metallic elements and their compounds. In connection with these subjects the elements of Theoretical Chemistry are taught, and the students are given practice in the solution of a variety of chemical problems.

1. INORGANIC CHEMISTRY, the non-metals. This course is devoted to the elementary principles of the science. It deals with the nature and properties of a few common elements and the application of the fundamental laws and theories concerning their combination. Recitations, experimental lectures, and laboratory work.

*Three periods. First semester. Elective for Sophomores.*

2. GENERAL AND EXPERIMENTAL CHEMISTRY. A continuation of course 1, dealing largely with the metallic elements and including a few of the more common carbon compounds. Recitations and lectures, with laboratory work.

*Three periods. Second semester. Elective for Sophomores.*

3. QUALITATIVE ANALYSIS. An inductive course of basic and acid analysis. Laboratory work, with lectures upon the methods and theories involved.

*Three exercises (six hours). First semester. Elective for students that have taken courses 1 and 2, or their equivalent.*

4. A CONTINUATION OF COURSE 3. The separation of a large number of mixed compounds. This is followed by

an introduction to the study of the compounds of carbon, covering the methane and benzene series and their derivatives.

*Three exercises (six hours). Second semester. Elective for students that have taken course 3.*

5. QUANTITATIVE ANALYSIS. Laboratory practice in the methods of gravimetric and volumetric analysis; separation and estimation of metals, acids, and water of crystallization.

*Three exercises (six hours). First semester. Elective for students that have taken courses 3 and 4.*

6. QUANTITATIVE ANALYSIS. A continuation of course 5, with additional work on alloys, ores, and mineral waters, with various complex analyses and their applications.

*Three exercises (six hours). Second semester. Elective for students that have taken course 5.*

[7. A LECTURE AND READING COURSE. Historical and theoretical chemistry.

*Two hours. First semester. Elective for Seniors. Not offered in 1916-1917.]*

8. INDUSTRIAL CHEMISTRY. This course deals with all the industrial chemical processes by lectures and collateral reading. The laboratory work includes technical analyses and, when practical, a study of general operations on small scales. Texts: Thorp's Outlines of Industrial Chemistry, and Frap's Principles of Dyeing.

*Three lectures and laboratory periods. Through the year. Elective for Seniors that have taken or are taking courses 5 and 6.*

9. SANITARY CHEMISTRY. This is a lecture course dealing with the primary necessities of life—air, food,

water, and shelter,—and the subjects closely related to them.

*One hour. Second semester. Elective for Seniors and Juniors.*

10. **PHYSIOLOGICAL CHEMISTRY.** Lectures and laboratory work. The chemistry of digestion is taken up, also the analysis of urine, blood, saliva, and gastric juice. This is followed by the detection of poisons and the action of strong drugs on the system.

*Two exercises. Second semester. Elective for Seniors.*

11. **ORGANIC PREPARATIONS.** A laboratory course in the synthesis of typical aliphatic and aromatic compounds.

*Elective for Seniors.*

## V. ECONOMICS AND SOCIOLOGY

1. **THE ECONOMIC ENVIRONMENT.** A course designed to acquaint the student with the economic phases of modern social life. The historical development and present outstanding features of our economic system will be studied in broad outline. Special attention will be given to current economic problems, such as those of population and production; money, credit and banking; trusts; railroads; international trade and the tariff; business cycles; labor organizations; economic insecurity; inequality of incomes and social classes; social reform, including socialism. Economic theories will receive attention only so far as necessary to make clear the problems and their possible solution.

*Three hours. Second semester.*

Course 1 is open to all students. Course 2 complements 1 and should be taken by those who have completed 1. Course 3 complements course

2, and should be taken by those who begin with 2. Course 2 will not be counted for credits until course 3 is completed. Other courses in Economics are open to those who have completed 1 and 2, or 2 and 3. Students who desire a general knowledge of Economics and can give not more than a semester's time to the subject will do well to elect course 1. Courses 8 and 9 are open to Juniors and Seniors without regard to preliminary courses, but ordinarily would be studied with more profit if taken subsequently to courses 1, 2 or 2, 3. Course 8 should be preliminary to course 9.

2. **PRINCIPLES OF ECONOMICS.** A systematic treatment of the cardinal principles of Economics. Theories of value and of distribution constitute the main subjects of study. This course emphasizes fundamental principles, but directs attention always to their bearing on current problems.

*First semester. Three hours. Elective for Sophomores.*

3. **CURRENT ECONOMIC PROBLEMS.** A more advanced treatment of selected economic problems than that given in course 1, with less attention to the historical development of our economic system.

*Three hours. Second semester.*

4. **BUSINESS FINANCE.** Offered in place of Money and Banking given heretofore. This includes a study of money, banking, credit, and commercial crises, with special attention to their relation to business operations; also of the organization and financing of industrial corporations and of foreign trade, and of the functions of the stock exchange.

*Three hours. First semester. Not offered in 1917-1918.*

5. **LABOR PROBLEMS.** A study of the wage system; the relations of employer and employee; labor organizations, their policies and methods; agencies of industrial

peace; profit sharing and labor co-partnership; unemployment, etc.

*Three hours. Second semester.*

[6. PUBLIC FINANCE. This course covers the entire field of finance, but lays chief emphasis on the subject of taxation. Attention will be given to: public expenditures; revenues, including commercial and administrative revenues and those from taxes; legislation and administration, and public credit.

*Three hours. Second semester. Not offered in 1916-1917.]*

7. GOVERNMENT CONTROL OF INDUSTRIES. A study of the trust problem, the railroads, and other quasi-public business organizations in relation to government control and government ownership.

*Three hours. First semester.*

8. PRINCIPLES OF SOCIOLOGY. This course will include a study of (1) the origin and development of society; (2) existing society, the nature of association, the forces and laws which make social action possible, and social psychology; (3) the theories of progress considered with the view of working out definite principles to guide society in securing a higher degree of human well being.

*Three hours. First semester. Elective for Juniors and Seniors.*

9. APPLIED SOCIOLOGY. A discussion of certain social problems of modern life, with reference, on the one hand, to biologic and economic causes and, on the other hand, to policies and agencies directed toward the improvement of existing conditions.

*Three hours. Second semester. Elective for Juniors and Seniors.*



[10. COMMUNITY SOCIOLOGY. A study of modern community life, urban and rural.

*Three hours. Second semester. Not offered in 1916-1917.]*

## VI. EDUCATION

The purpose of the following courses in Education is twofold: first, to acquaint the student with the general nature, function, and importance of education as one of the means employed by society for its own development; second, to give the student a clear conception of the educative process psychologically considered, and to help him to develop from such knowledge the principles of school administration and class-room method. Theory is emphasized for the sake of breadth of view and perspective, and always with the understanding that the test of theory is correct and effective practice. Inasmuch as the courses are designed to meet the requirements of the various States for the work in this department, Philosophy 2 is a prerequisite or parallel to Education 1, 2, and 3.

1. HISTORY OF EDUCATION. In this course attention is given to the development of educational thought and practice, as these were determined by social, political, economic, and religious conditions in various nations and periods. The essential features of the educational thought of the past are stressed as a basis for an intelligent knowledge of present-day theory and practice.

*Three hours. First semester. Elective for Juniors.*

[2a. PRINCIPLES AND PROBLEMS OF MODERN EDUCATION. An introductory course dealing with foundations of method in learning and teaching.

*Three hours. Second semester. Not offered in 1916-1917.]*

\*2. PRINCIPLES AND PROBLEMS OF SECONDARY EDUCATION. This course deals with the meaning and scope of secondary education; the history of the secondary school; organization of the modern high school; characteristics and functions of the private secondary school; the problems of adolescence; moral and religious education; vocational education; hygiene and physical education; athletics; the reorganization of secondary education; a comparison of the aims, organization, administration and curricula that characterize the secondary school systems of France, Germany, England and the United States, with special reference to the social and political conditions affecting their development—all considered in relation to present-day problems in American secondary education.

*Three hours. Second semester. Elective for Juniors.*

3. EDUCATIONAL PSYCHOLOGY. This course is designed to present the facts, so far as they have been scientifically determined, concerning the nature and development of the mind during childhood and youth, with special reference to the meaning of these facts to the teacher. It seeks to provide the student with sound criteria for estimating theories about the mental life, and it serves to introduce him to the present state of knowledge regarding man's innate tendencies, attention, perception, memory, imitation, curiosity, the learning process, practice and fatigue, psychological tests, individual differences, etc.

*Three hours. First semester. Elective for Seniors.*

†4. PHILOSOPHY OF EDUCATION. A study of the educational process as a whole. The biological, psychological and social factors in the educational situation are analyzed and related, both for their cultural value in giving insight

\*Given in both semesters 1916-1917.

†Given in the second semester 1916-1917.

into the school as an institution and for their practical worth in formulating fundamental principles.

*Three hours. First semester. Elective for Seniors that have completed Education 1.*

[5. EDUCATIONAL ADMINISTRATION. A course designed especially for students desiring to fit themselves for work as superintendents or supervisors. Such topics as the following are investigated and discussed: the relation of the national government to education; forms of educational control, state, municipal and private; the school board and its functions; business administration, with special reference to school sites and buildings, construction, heating, ventilation, lighting, etc.; the grading of pupils, promotions, examinations, records, etc.; the supervision of instruction; the training of teachers in service; compulsory education and child labor; special provision for exceptional types of pupils.

*Three hours. Second semester. Elective for Seniors that have completed Education 1, 2 and 3. Not given in 1916-1917.]*

6. SCHOOL MANAGEMENT AND METHODS OF TEACHING. This course is made up of three parts. The aim of the first part is to give the student, in the light of accepted principles, a knowledge of the technique of school management and organization that will enable him to secure the smooth and efficient working of his school. The following are among the topics discussed: system and organization, the problem of attention, routine and habit, the study hour, school incentives, offenses and penalties, and testing results.

The second part of the course involves both general and special methodology. This work is introduced by a series

of discussions on the application of specific psychological principles. Instruction in special methodology is provided through the correlation of the work in the Department of Education with unit courses given in each of the following departments: English, French, German, History, Latin, Mathematics, Oratory, and Physics.

The third part of the course consists in the systematic observation of class instruction in the high schools of Lewiston, Auburn and neighboring towns. Each student is required to present written reports of his observations from time to time.

*Three hours. Second semester. Elective for Seniors that have completed Education 1 and 3.*

**SPECIAL LECTURE SERIES.** During the second semester of 1916-1917 a series of lectures on "Secondary School Athletics" will be given by specialists in this work. Such subjects as the following are presented: "Administration of Athletics in Secondary Schools"; "Athletics as a Personal Asset"; "Physical Education in High Schools."

## VII. ENGLISH

**1. RHETORIC AND ENGLISH COMPOSITION.** Recitations, themes, lectures, conferences, and required reading. A systematic study of paragraphing and exposition.

*Three hours. First semester. Required of Freshmen.*

**2. RHETORIC AND ENGLISH COMPOSITION.** Recitations, themes, lectures, conferences, and required reading. A systematic study of description and narration.

*Three hours. Second semester. Required of Freshmen.*

When a student completes courses 1 and 2, he receives a provisional pass mark. If at any time later in his col-

lege course he is found to be deficient in his English, he is required to do additional work until such deficiencies are corrected.

3. ARGUMENTATION. A systematic study of the principles and practice of argumentation. Attention to the analysis of propositions, evidence, construction of the brief and the argument, the rebuttal, and the delivery of the argument. Class debates and weekly themes.

*Three hours. First semester. Required of Sophomores.*

4a. LITERATURE AND COMPOSITION. A study of the drama and the short-story. Review of the drama from Shakespeare to Galsworthy. Consideration of Ibsen, Shaw, Synge, Maeterlinck, Wilde, and other contemporaries. The history and technique of the English and American short-story. Extensive reading and discussion of Kipling, O. Henry, Poe, Hawthorne, London, Maupassant, Stevenson, and others. Lectures, conferences, reports and themes.

*Three hours. Second semester. Elective for Sophomores.*

[4b. LITERATURE AND COMPOSITION. The study of exposition, narration and description. Criticism of representative essays in modern thought. Analysis and practice of the familiar essay. Required readings in Arnold, Newman, Huxley, Stevenson, Lamb, Pater, and Harrison. Technique of the novel. Review of Fielding, Jane Austin, Thackeray, and Meredith. Discussion of the material in the best current magazines. This course is intended to supplement English 1 and 2.

*Three hours. Second semester. Elective for Sophomores. This course alternates with English 4a. Not given in 1916-1917.]*

5. **ADVANCED COMPOSITION.** A review of the theory of argumentation. Inductive and deductive argument, fallacies, refutation. Preparation of briefs. Two periods each week given to debates of current economic, social, and political problems. Extemporaneous discussions. Weekly review of current events. Study of parliamentary law.

*Three hours. Second semester. Elective for Sophomores.*

6. **AMERICAN LITERATURE.** A study of the historical development of American Literature with special reference to contemporary movements in society, politics and religion. Lectures, discussions, and themes.

*Three hours. Second semester. Elective for Sophomores.*

7. a. **HISTORY OF ENGLISH LITERATURE** to the end of the Elizabethan Age.

b. **THE DRAMA.** Lectures on the origin and development of the drama and its history from Aeschylus to Shakespeare. Critical study of selected plays of Shakespeare, with required reading of other works of the Elizabethan Age.

*Four hours. First semester. Required of Juniors.*

8. **LITERATURE OF THE SEVENTEENTH AND EIGHTEENTH CENTURIES.** Critical study of selected works of prose and poetry, with lectures on the literary history and biography of the period. Required reading of other works, with research in the Library, reports, abstracts, and discussion in class.

*Four hours. Second semester. Elective for Juniors.*

9. **LECTURES ON LITERARY CRITICISM,** with special reference to fiction. Reading of selected works of the Nine-



teenth Century. Investigation of topics in literary history and criticism. Current literature.

*Four hours. First semester. Elective for Seniors.*

10. ENGLISH LITERATURE OF THE NINETEENTH CENTURY. Special study of Tennyson and Browning.

*Four hours. Second semester. Elective for Seniors.*

11. TEACHER'S COURSE. Designed for those who expect to teach English in secondary schools.

*Extra, one hour. Second semester.*

### SOPHOMORE PRIZE DEBATES

PRELIMINARY DEBATES—All Sophomores are required to take part in these debates. A prize for excellence in debate is awarded in each division of the class.

*First semester.*

CHAMPION PRIZE DEBATE—The six speakers presenting the best arguments in the preliminary debates participate in the Champion Prize Debate; all other Sophomores present essays on a prescribed subject, in competition for a prize.

*Second semester.*

### REQUIRED COMPOSITION WORK OF JUNIOR AND SENIOR YEARS

This work, in continuation of that done in courses 1 to 4, is required of all members of the Junior and Senior classes, whether they elect English or not. An essay is presented in each semester, as follows:

12<sup>1</sup>. THESES on subjects requiring extended investigation.

*Junior year, second semester.*

13<sup>1</sup>. ORIGINAL DECLAMATIONS ON ASSIGNED SUBJECTS. Each member of the Class reads his declamation before a committee, by whom the best twelve are selected for delivery in a prize contest on the evening before Ivy Day.

*Junior year, second semester.*

14<sup>1</sup>. ESSAYS in criticism of some classic in English or American fiction.

*Senior year, first semester.*

15<sup>1</sup>. ORIGINAL PARTS FOR THE SENIOR PRIZE SPEAKING. Each student reads his part before a committee, who choose twelve to speak in the Prize Contest.

*Senior year, second semester.*

16<sup>1</sup>. COMMENCEMENT PARTS. Every member of the class writes a part, but the Commencement speakers are chosen on the basis of scholarship.

*Senior year, second semester.*

## VIII. FINE ARTS

A course designed to give the student the basis for an intelligent appreciation of the fine arts, Architecture, Sculpture, Painting and Music. Literature, since it already occupies so large a place in the curriculum, is introduced only for the sake of comparison and illustration. Each art is studied (1) for the sake of a historical background, and (2) in order to get acquainted with its elements and principles. Critical judgment and taste are sought by a constant examination of representative work.

*Three hours. First semester. Elective for Juniors and Seniors.*

## IX. FRENCH

1, 2. BEGINNERS' FRENCH. Pronunciation, Grammar, Reading, Composition.

*Three hours. Through the year. Required of Freshmen that do not present French for admission.*

3, 4. INTERMEDIATE FRENCH. A course in general and historical prose. Grammar and Composition.

*Three hours. Through the year. Required of Freshmen that present Elementary French for admission; elective for Sophomores.*

5, 6. ADVANCED FRENCH. Reading in authors belonging to special periods of French Literature.

*Three hours. Through the year. Elective for students that have passed course 4 or that have passed the examination in Advanced French for admission.*

7, 8. A TEACHER'S COURSE IN CONVERSATION AND ADVANCED FRENCH COMPOSITION. The course furnishes practice in speaking and writing French. It consists of dictations, composition, readings and talks in French and aims to enable the student to understand readily French when spoken and to give him thorough training in the use of the idioms of the language. Weekly lectures are also given, together with discussions on the practice and methods of teaching, and opportunities for actual teaching are provided.

*Three hours. Through the year. Elective for students that have passed in course 6 and for others with the consent of the instructor.*

9, 10. GENERAL SURVEY OF FRENCH LITERATURE. Lectures, reading, themes.

*Three hours. Through the year. Elective for Sophomores and other students that have passed in course 6.*

[11, 12. FRENCH LITERATURE OF THE SIXTEENTH AND SEVENTEENTH CENTURIES. Lectures, themes and collateral reading.

*Three hours. Through the year. Elective for Juniors and Seniors and such others as may satisfy the instructor of their ability to undertake the course. Not offered in 1916-1917.]*

13, 14. FRENCH LITERATURE IN THE EIGHTEENTH CENTURY. Lectures, translation, collateral reading, and written tests.

*Three hours. Through the year. Elective for Juniors and Seniors and such others as may satisfy the instructor of their ability to undertake the course.*

15, 16. FRENCH LITERATURE IN THE NINETEENTH CENTURY. Lectures, translation, collateral reading, and written tests.

*Three hours. Through the year. Elective for Juniors and Seniors and such others as may satisfy the instructor of their ability to undertake the course.*

17, 18. SCIENTIFIC FRENCH. A course in scientific French is offered, intended to furnish facility in reading and understanding writings of a scientific character. Dike's Scientific French Reader will be used, followed by texts on specific subjects in special departments, and the reading and discussion of articles from scientific journals.

*One hour. Through the year. Elective for students that have taken course 6. By special arrangement this course may also be taken in conjunction with courses 7 and 8 to count for three hours.*

## X. GEOLOGY

1. PHYSICAL GEOLOGY. A study of the broad facts and principles of the science: the work of the atmosphere; of rain and running water; of lakes and the ocean; of ice as a geological agent; of underground water; of volcanoes and earthquakes; of the general structure of the Earth and the chief classes of rocks; the origin and history of mountains; and the leading facts about ore deposits.

*Three periods of one or two hours each. First semester. Elective for Juniors and Seniors.*

2. HISTORICAL GEOLOGY. A study of the origin of the Earth and its chief relations to the heavenly bodies; of its development throughout the eras of geological time; and the rise and changes of the principal types of animal and plant life. Special attention is given to the history of the North American Continent and its life; to the problem of the age of the Earth, and man's place in nature.

*Three periods of one or two hours each. Second semester. Elective for Juniors and Seniors.*

3. GENERAL GEOLOGY. Advanced studies in selected fields; particularly in the problems of New England Geology.

*Three periods of one or two hours each. First semester. Elective for students that have passed Geology 1 and 2.*

4. GEOGRAPHY. A study of the Earth interpreted geologically and related to human activities. Most of the time is devoted to the United States and Latin-America.

*Three hours. Second semester. Elective for students that have passed Geology 1 and have passed or are taking Geology 2.*

## XI. GERMAN

The study of German is required during the Freshman or Sophomore year and is elective during the remainder of the course, three hours per week.

The aim of the required work is the acquisition of a thorough knowledge of the fundamentals of German grammar and the ability to translate into good English all texts read. The aim of the elective work is an introduction to the masterpieces of the German drama of the classical period, a general knowledge of the history of German literature, and a comprehensive view of the tendencies in German literature since Goethe's death.

Careful drill in pronunciation and the intelligent reading of the German text are insisted upon. Some practice in conversation is given, and German is used in the classroom as far as is deemed advisable by the instructor. In the elective courses a large amount of collateral reading outside the class-room is expected. Advanced grammar and composition are not lost sight of throughout the course, although no specialty is made of these subjects after the first year.

1, 2. ELEMENTARY GERMAN. Grammar, composition, pronunciation, dictation, reading of graded selections of German prose and poetry.

*Three hours. Through the year. Elective for Freshmen that present French for admission; required of Sophomores that have not taken the equivalent.*

3, 4. INTERMEDIATE GERMAN. Modern prose, narrative and dramatic. Selected works from such authors as Baumbach, Freytag, Grillparzer, Heyse, Keller, Riehl, Storm, and Wildenbruch. Review of the grammar of



the first year, and study of the syntax based on the texts read. Prose composition.

The purpose of German 3 and 4 is to give the student facility in reading standard modern narrative prose.

*Three hours. Through the year. Required of the Freshmen that present advanced French and elementary German for admission. Elective for Sophomores and for Juniors that have had German 1 and 2.*

5, 6. INTRODUCTION TO GERMAN LITERATURE OF THE EIGHTEENTH CENTURY. Selected dramas from Lessing, Goethe, and Schiller. The purpose of German 5 and 6 is an introduction to the latest classical period in the history of German Literature. The work of the first semester deals mainly with Lessing, and with the Storm and Stress period as exemplified in the early works of Goethe and Schiller; during the second semester emphasis will be laid on the later works of Goethe and Schiller as expressive of the classical sympathies of the two poets.

German 5 and 6 can be pursued to best advantage by Juniors that have had German 3 and 4. Juniors that have had only German 1 and 2, and that do not plan to elect German 7 and 8, are recommended to elect German 3 and 4.

*Three hours. Through the year. Elective for Juniors.*

7. GOETHE'S FAUST. Part I and selected portions of Part II. In addition to a critical study of the text, special attention is given to the genesis and development of the Faust legend, and to the life of Goethe as reflected in Faust. Collateral reading in connection with the Faust theme.

*Three hours. First semester. Elective for Seniors only.*

8. INTRODUCTION TO GERMAN LITERATURE OF THE NINETEENTH CENTURY. A rapid survey of the most important movements of the nineteenth century, with illustrative readings from various representative writers. The emphasis for the current year will be placed on the works of Hauptmann and Sudermann.

*Three hours. Second semester. Elective for Seniors.*

9, 10. OUTLINE HISTORY OF GERMAN LITERATURE. German 9 and 10 are intended primarily for Juniors that presented advanced French and German for admission, and have taken German 5 and 6. The work in the history of the literature, one hour a week, will be supplemented by an intensive study of some literary movement or author of the nineteenth century. The subject for 1916-1917 will be the Romantic Movement in Germany.

*Three hours. Through the year. Elective for Juniors after consultation with the instructor.*

11, 12. SCIENTIFIC GERMAN. These courses are intended for students that wish to acquire a reading knowledge of scientific German. During the first semester a general science reader, such as Meisnest's Introduction to Scientific German, Wait's German Science Reader, or Wallentin's Grundzüge der Naturlehre is used. The work of the second semester depends largely upon the demands of the class. If desired, a monograph dealing with some particular phase of biology, chemistry, or physics is read.

*One hour. Through the year. Elective for Juniors and Seniors.*

13, 14. TEACHERS' COURSE IN GERMAN. German 13 and 14 are presented to students wishing to teach German. The work includes a general review of German grammar,

the essentials of phonetics, practice in German conversation and a discussion of the problems, aims, text-books, and theories of instruction with respect to the German language and literature.

*One hour. Through the year. Elective for Seniors.*

## XII. GREEK

The courses in Greek are so arranged as to give the student a first-hand acquaintance with nearly all the divisions of the wide and varied field of Classical Greek Literature. The foremost purpose is to lead to an appreciation of the individual masterpieces read. At the same time the student is encouraged to become acquainted with the entire groups of which these separate works are specimens, and with the history, civilization and art of the periods to which they belong. Lectures and class and individual assignments of library work serve to enlarge the outlook gained from study of a single text. With the same end in view as many additional works as possible are covered through sight reading, and the reading and discussion of translations. While drill in grammar and syntax is not made the main end, accuracy and precision in these subjects are insisted upon throughout the course. Another constant purpose is to prepare intelligent and enthusiastic teachers of the Classics.

Students entering with complete or partial preparation in Greek will be admitted to course 5 or 7, or to course 3, according to the extent of their preparation. Special attention is called to courses 11 and 12, which require no knowledge of the Greek language, but are intended to bring the student, through English versions, into acquaintance with the whole range of Greek drama,

1, 2. FIRST YEAR GREEK. Grammar and composition, and reading of the Fourth Book of Xenophon's *Anabasis*.

*Three hours. Through the year. Elective for Freshmen.*

2a. GREEK LITERATURE. History and study of representative works and illustrative passages in English versions. Text-book, lectures, class-room study and library assignments. No knowledge of Greek is necessary.

*Three hours. Second semester. Elective for Freshmen.*

3, 4. SECOND YEAR GREEK. Selections from Herodotus, and Homer; the *Alcestis* of Euripides. Review of grammar and syntax.

*Three hours. Through the year. Elective for Sophomores.*

5. PLATO, *APOLOGY* AND *CRITO*, and selections from the *Republic*.

*Three hours. First semester. Elective for Juniors and Seniors.*

6. EPIC POETRY. Reading of selected books of the *Iliad*, and of intervening passages in English versions; survey of the *Odyssey*; brief study of the epics of other literatures.

*Three hours. Second semester. Elective for Juniors and Seniors.*

[7. THE GREEK TRAGIC POETS. One play each of Aeschylus, Sophocles and Euripides will be read in the original, and most of the other plays studied in English versions.

*Three hours. First semester. Elective for Juniors and Seniors. Not offered in 1916-1917.]*

[8. GREEK LYRIC POETRY.

*Three hours. Second semester. Elective for Juniors and Seniors. Not offered in 1916-1917.]*

9a. ELEMENTARY GREEK COMPOSITION, with especial attention to drill in paradigms and constructions.

*One hour. Through the year. Elective for Sophomores, Juniors and Seniors. In alternate years this course will be replaced by*

[9b. ADVANCED GREEK COMPOSITION. Not offered in 1916-1917.]

10. NEW TESTAMENT GREEK. The Gospel of John and Acts. Facility in reading is aimed at, with some attention to exegesis.

*Three hours. Second semester. Elective for Sophomores, Juniors and Seniors.*

11, 12. THE GREEK DRAMA IN ENGLISH VERSIONS. No knowledge of Greek is required for these courses. All the plays of Aeschylus and Sophocles will be read, and selected plays of Euripides, Aristophanes and Menander. Some attention will be given to the history of the development of the drama, but the main purpose will be the study of the plays as works of literature.

*Three hours. Through the year. Elective for Juniors and Seniors.*

### XIII. HISTORY AND GOVERNMENT

#### HISTORY

*Other courses in history are given in the department of Biblical Literature and Religion.*

1. MEDIAEVAL EUROPE. A survey of the Roman Empire, the invasions of the German tribes, and a more detailed study of the development of France, Germany, and Italy throughout the Mediaeval period. Special attention

is given to such topics as Feudalism, the Crusades, the Church, and the Renaissance.

*Three hours. First semester. Elective for Sophomores.*

2. THE MODERN AGE. The development of the leading Continental European nations up to 1815. A detailed study of the political and constitutional development of England is made. Course 1 must precede course 2.

*Three hours. Second semester. Elective for Sophomores.*

*Courses 1 and 2 are considered fundamental to all later work in history and are also valuable in preparation for many courses in other departments.*

3. AMERICAN HISTORY TO 1829. A study of the establishment of the various European Colonies in America, their expansion, their political, social, and economic development, the struggle between the French and the English for the possession of North America, the causes and progress of the Revolutionary War, the formation of the Constitution, and the rise of political parties.

*Three hours. First semester. Elective for Juniors and Seniors.*

4. AMERICAN HISTORY, 1829 TO THE PRESENT TIME. Attention is centered upon the growth of nationality, upon the political phase of the controversy over slavery, upon the Civil War and Reconstruction, and upon the more important features of recent American History. Course 3 must precede course 4.

*Three hours. Second semester. Elective for Juniors and Seniors.*

5. EUROPE IN THE NINETEENTH CENTURY. This course is a continuation of History 1-2. The period of reaction and the national revolutions of 1848 are studied. Special



attention is given to the constructive movements in the various countries. The course ends with a study of colonial expansion and the international relations of European states down to the summer of 1914.

*Three hours. First semester. Elective for Juniors and Seniors.*

6. THE TEACHING OF HISTORY. A study of the problems of secondary instruction with particular reference to history. Lectures on the place of history, the selection and use of text-books and other aids to historical instruction. Lesson plans and the results of observation of actual teaching will be discussed. The teaching of civics will receive some attention.

*One hour. Second semester. Elective for students that have had a minor in history.*

7. GREEK AND ROMAN STATESMANSHIP. Greek and Roman History, studied with special reference to the problems encountered by statesmen in foreign relations and domestic politics.

*Three hours. First semester. Elective for Freshmen. Professor Chase.*

## GOVERNMENT

1. STATE AND MUNICIPAL GOVERNMENT IN THE UNITED STATES. During the first part of the semester the state governments will be considered with attention to the problems which they present in the light of recent social and industrial developments. Most of the time will be given to a study of municipal government. This study will include: the history and development of municipal government in America; the organs of city government and their relation to each other; the relation of the munic-

ipality to public service corporations, and the problems of municipal ownership.

*Three hours. Second semester. Elective for Juniors and Seniors.*

2. AMERICAN FEDERAL GOVERNMENT AND PARTY SYSTEM. A study of the American Government, its executive, legislative and judicial departments, together with a study of the relation of the states to the nation and the American Party System, including a sketch of parties, party leaders and of presidential elections, with a study of party machinery and current party problems. Comparisons will be made with two or three European governments, particularly with reference to England.

*Three hours. Second semester. Elective for Juniors and Seniors. Not offered in 1917-1918.*

During the second semester of 1916-1917 fifteen lectures upon Practical Law will be given by Raymond S. Oakes, Esq., Bates 1909.

*One hour per week. Elective for Seniors.*

#### XIV. HOUSEHOLD ECONOMY

A department in Household Economy was opened in 1911. The purpose is to deepen interest in Woman's Work by directing those who are becoming intellectual women to their special contribution to civilization in the home problems of the nation, the city, the town, the institution, or the private home. Its trend is cultural rather than vocational, as best fitted to the Academic College. The work is presented in two courses.

#### BACTERIOLOGY AND SANITATION

These courses aim at making the student a more effective member of the home and of the community through

an appreciative acquaintance with approved modern methods of household and municipal sanitary administration.

Part I, BACTERIOLOGY, deals with the place of the microscopic fungi in nature, and with the structure, life history, and vital activities of yeasts, molds, and various types of bacteria. This study makes possible an understanding of the principles that govern growth and reproduction.

*One hour. First semester. Required of Sophomores.*

Part II, SANITATION, applies these principles to the problems of personal, household, and municipal cleanliness; the construction and care of storage facilities; care, inspection, and sale of food supplies; construction and care of sanitary appliances; drainage; the disposal of wastes; disease, infection, immunity; the sick room; care of the public health, etc. Illustrations are taken from examples of progressive municipal sanitary practice. The place of bacteria in the industries, and their relation to the fertility of the soil are also briefly discussed. Lectures, papers, discussions.

*One hour. Second semester. Required of Sophomores.*

### HOUSEHOLD MANAGEMENT

1, 2. In this course is discussed the wise division of the income for different needs; for food, housing, educational opportunities, amusements, social betterment, together with questions of marketing, selection of meats, etc., for greatest economy and nutrition, of diet for sick and well, of choice of architecture for home, location, lighting, ventilation, of furnishings for utility and beauty, and economy and suitability in clothes.

*One hour. Through the year. Elective for Juniors and Seniors.*

## XV. LATIN

Latin is offered throughout the four years, three hours a week, except in Latin A, Latin B, and Latin 4a. The courses for Juniors and Seniors are given in alternate years, and are open to both classes.

The courses of study in this department have been arranged with the belief that an acquaintance with Latin literature is an essential of real culture. An effort is made to cultivate the ability to read Latin easily and at sight, to secure grace in translation, an appreciation of the literary worth of the author, and a clear mental picture of the life and times in which each wrote.

Students intending to devote themselves to the teaching of Latin are advised to pursue the study of Latin for at least three years, and of Greek for at least two.

**Latin A.** A thorough review of the fundamental principles of Latin Grammar, and the study of selections from Vergil's Aeneid.

*Four hours. Through the year. Required of Freshmen that offer only three years of Latin for admission, and are candidates for the degree of Bachelor of Arts.*

**Latin B.** Selected orations of Cicero, selections from Vergil's Aeneid, elementary Latin Composition.

*Four hours. Through the year. Required of Freshmen that, entering as candidates for the degree of Bachelor of Science, offer only two years of Latin, but desire to qualify for the degree of Bachelor of Arts.*

**1. LIVY: Selections.**

*Three hours. First semester. Required of Freshmen that offer Advanced Latin for admission, and are candidates for the degree of Bachelor of Arts.*

2. HORACE: Odes, Epodes, and *Carmen Sæculare*.

*Three hours. Second semester. Required of Freshmen that have taken Latin I, and are candidates for the degree of Bachelor of Arts.*

3. CICERO: *De Senectute*, *De Amicitia*, and Tusculan Disputations, Book I.

*Three hours. First semester. Elective for Sophomores.*

4. LATIN COMEDY: Two plays of Plautus, and one of Terence.

*Three hours. Second semester. Elective for Sophomores.*

4a. LATIN COMPOSITION. This course is designed to meet the needs of students that expect to teach Latin.

*One hour. Through the year. Elective for Sophomores, Juniors and Seniors.*

[5. JUVENAL: Selected Satires. Martial: Selected Epigrams.

*Three hours. First semester. Elective for Juniors and Seniors that have completed at least one elective course. Not offered in 1916-1917.]*

6. TACITUS: Selections.

*Three hours. Second semester. Elective for Juniors and Seniors that have completed at least two elective courses.*

7. PLINY THE YOUNGER: Selected Letters. Tibullus, Propertius, and Ovid: Selected Elegies.

*Three hours. First semester. Elective for Juniors and Seniors that have completed at least one elective course.*

[8. HORACE: Selected Satires and Epistles.

*Three hours. Second semester. Elective for Juniors and Seniors that have completed at least two elective courses. Not offered in 1916-1917.]*

## XVI. MATHEMATICS

1. ALGEBRA AND SOLID GEOMETRY. Ratio and proportion, variation, series, binomial theorem, undetermined coefficients, logarithms, permutations and combinations, continued fractions, theory of equation, graphic algebra. Wells' College Algebra. This portion of the work closes before the holiday vacation, and the remainder of the semester is given to solid geometry, which includes polyhedral angles, the various solids bounded by planes, the cone, the cylinder, and the sphere. This course includes a large amount of original work in demonstration and computation. Phillips and Strong's Elements of Geometry.

*Three hours. First semester. Required of all Freshmen for the B.S. degree; elective for the A.B.*

2. SOLID GEOMETRY AND TRIGONOMETRY. Plane Trigonometry with problems and applications. Phillips and Strong's Trigonometry.

*Three hours. Second semester. Required of all Freshmen for the B.S. degree; elective for the A.B.*

3. SPHERICAL TRIGONOMETRY, SURVEYING AND PLANE ANALYTIC GEOMETRY. This is a continuation of course 2, with problems and applications to astronomy. This portion of the work closes the fourth week and the remainder of the time before the holiday recess is given to surveying which includes the theory of chain, compass, and transit surveying, leveling, the adjustment and use of instruments, computation of area, and scale drawings. Hodgman's Land Surveying. The remainder of the term is given to Plane Analytic Geometry. A study of the point and line. Tanner and Allen's Analytic Geometry.

*Three hours. First semester. Elective for Sophomores.*



4. ANALYTIC GEOMETRY. A continuation of course 3. The circle and transformation of co-ordinates, conic sections, equation of second degree, elements of solid analytic geometry.

*Three hours. Second semester. Elective for students that have taken course 3.*

5. DIFFERENTIAL CALCULUS. Differentiation of algebraic and transcendental functions with application to problems, change of the variables in derivatives, maxima and minima of functions of two or more independent variables, curve tracing, envelopes. Osborne's Differential and Integral Calculus.

*Three hours. First semester. Elective for students that have taken courses 3 and 4.*

6. INTEGRAL CALCULUS. Various methods of integration with applications.

*Three hours. Second semester. Elective for students that have taken the previous courses.*

7. INTEGRAL CALCULUS COMPLETED AND DIFFERENTIAL EQUATIONS. Integration as a summation, successive integration, surface, volume and moment of inertia of any solid, centre of gravity, pressure of fluids, force of attraction. This portion of the work closes with the tenth week of the first semester and the remainder of the semester is given to Differential Equations (Elementary course). Solution of ordinary and partial differential equations with applications to geometry and physics. Campbell's Differential Equations.

*Three hours. First semester. Elective for students that have taken courses 3 to 6 inclusive.*

8a. DIFFERENTIAL EQUATIONS COMPLETED. This is a continuation of course 7 and closes before the spring vacation.

8b. DETERMINANTS AND THEORY OF EQUATIONS. This course is devoted to determinants, complex quantities, properties of polynomials, general properties of equations, symmetric functions, limits and separations of the roots of an equation, elimination and solution of numerical equations. Barton's Theory of Equations.

*Three hours. Last eleven weeks of the second semester. Elective for Seniors.*

## XVII. ORATORY AND VOICE CULTURE

The required work in Oratory of the Freshman and Sophomore years, is largely preparatory in its nature, and deals with the technical side of Public Speaking. The student is shown the relation of the mind to Vocal and Pantomimic Expression, and is taught to think more clearly and definitely. Concentration, sequence of ideas and conception are studied the Freshman year, and the logical action of the mind, as shown by the various methods of emphasis, is discussed and exemplified the Sophomore year. Vocal and Pantomimic training is studied and attention is called to faults of tone and bearing, and to mannerisms and defects in speech.

1. THE STUDY AND DEVELOPMENT OF ELEMENTAL THOUGHT PROCESSES AS RELATED TO VOCAL EXPRESSION. Attention. Sequence of Ideas. Conception.

Vocal training. Correct method of breathing. Openness of tone passage. Preparatory actions for speech. Ease, freedom, and openness in tone production. The study of articulation, enunciation, and pronunciation.

Prize Speaking, in which every member of the Freshman Class is prepared by special instruction and drill,

and in which the principles studied in class are applied to public speaking.

*One hour. Second semester. Required of Freshmen.*

2. THE DEVELOPMENT OF THE LOGICAL INSTINCT IN SPEAKING. The study of Emphasis and its various forms of expression. Inflection. Change of Pitch. Pause. Antithesis. Subordination. Movement. Force.

Vocal Training, to secure control of breath and elasticity of tone.

*One hour. First semester. Required of Sophomores.*

Prize Speaking, in which every member of the Sophomore Class is prepared by special instruction and drill.

*One hour. First semester. Required of Sophomores.*

3. PUBLIC SPEAKING. Beginning with the simplest forms of extempore speaking, each student is required to describe before the class something from his own experience, as a visit to some large city, a noted building, a work of art, a journey taken, until some freedom in speaking before the class has been gained, and then the parts of the speech (the introduction, statement, body and conclusion) are studied and more finished speeches are made by the students. These speeches are criticized for form and manner of delivery, by the students and instructor.

Special training for students competing for the Junior Prize Speaking.

*One hour. Second semester. Elective for Sophomores.*

4. PUBLIC SPEAKING (CONTINUED). This course is open to the members of the Junior and Senior classes who have completed the preceding courses. The various forms of "Speeches for Special Occasions" are studied

and original examples are presented by each member of the class.

*One hour. First semester.*

5. DEVELOPMENT OF THE DRAMATIC INSTINCT. The study of a Shakespearean play and short scenes from the old comedies.

*One hour. Second semester. Elective for Seniors.*

6. CLASS IN METHODS OF TEACHING ELOCUTION AND ORATORY designed to aid those who may have to coach students in Prize Speaking contests and Graduating Parts.

*One hour. Second semester. Elective for Seniors.*

## XVIII. PHILOSOPHY

1. CHRISTIAN ETHICS. The aim of this course is to derive from the life and teachings of Christ the ideals and principles that are permanently applicable to human conduct, and to show their relations to the problems of individual character and of social progress presented in the life of today. The Bible and Stalker's "Life of Christ" are used as text-books. There is a constant endeavor to make the work practical. To this end, topics requiring special reading are assigned, essays and discussions are prescribed, and occasional talks and lectures are given.

*One hour. First semester. Required of Freshmen.*

2. PSYCHOLOGY. A general introductory course in the elements of mental activity. The neurological basis of conscious processes is examined, and data thus gained are applied to the explanation of human behavior. The biological point of view is kept constantly in mind.

This course serves as a foundation for the work in Education.

*Three hours. The course is given each semester. Elective for Sophomores and Juniors.*

3. ADVANCED PSYCHOLOGY. A more intensive and extended study of psychological principles, and of their application to the practical problems of individual and social development.

*Three hours. First semester. Elective for students that have had course 2.*

4. PSYCHOLOGY OF THE MORAL AND RELIGIOUS LIFE. The course is designed to acquaint the student with the psychological principles upon which character and personality are founded, and with the facts and forces that underlie religious experience.

*Three hours. Second semester. Elective for students that have had course 2. Not offered in 1917-1918.*

5. HISTORY OF PHILOSOPHY. The aim of the course is to familiarize the student with the fundamental problems of philosophy as they have developed historically, and to give him some exercise in critical and constructive thinking.

*Three hours. First semester. Elective for Juniors and Seniors.*

6. CURRENT PHILOSOPHICAL THOUGHT. This course is designed to give the student an acquaintance with the problems of thought as they have been modified by modern science. Such theories as Materialism, Realism, Evolution, Pragmatism will be studied topically.

*Three hours. Second semester. Elective for Juniors and Seniors.*

7. LOGIC. A study of the principles of thought both deductive and inductive, followed by extended exercises in a practical evolution of arguments.

*Three hours. First semester. Elective for Juniors and Seniors.*

8. ETHICS. A course in the history, theories, and applications of morality. After a brief summary of the course of moral development, an examination of various ethical theories is made with a view to finding a satisfactory basis for individual and social morality. Stress is then laid upon the application of ethical principles to the problems and conditions of life today.

*Three hours. Second semester. Elective for Juniors and Seniors.*

## XIX. PHYSICS

### 1. ELEMENTARY MECHANICS.

*Three hours per week. Second semester. Required of Freshmen that are candidates for the degree of B.S.*

### 2, 3. GENERAL PHYSICS. A continuation of course 1.

*Two recitation periods and one two-hour laboratory period per week. Through the year. Required of Sophomores that are candidates for the degree of B.S.*

Courses 1, 2, 3 form the basis for advanced work in physics. They treat of the fundamental principles of the entire subject, mechanics of solids, liquids, and gases, heat, magnetism and electricity, sound, and light. While emphasis is placed on the mathematical treatment of the subjects, considerable attention is given to the descriptive and historical aspects of physics.

The laboratory work is purely quantitative and is designed to illustrate the principles studied in the class-



room, to train the student's power of observation, and to give him some technical knowledge of physical measurements.

#### 4, 5. GENERAL PHYSICS.

*Two recitation periods and one two-hour laboratory period per week. Through the year. Elective for Sophomores that are candidates for the degree of A.B.*

Courses 4, 5 are designed to meet the needs of students that intend to teach physics in a High School. The cultural rather than the technical side of the subject will be emphasized. A representative high school text will be discussed in the class-room, while the laboratory work will include many experiments suitable for use in secondary schools.

#### 6, 7. LABORATORY PHYSICS.

*Three two-hour periods. Through the year. Elective for Juniors that have passed the Sophomore Physics and Mathematics with credit.*

Courses 6, 7 are designed to give the student a good working knowledge of practical physics. The problems studied include the calibration and standardization of various measuring instruments; the determination of specific heat; experiments on the diffraction and interference of light, spectrum analysis; measurements of currents, electromotive forces, capacities, and magnetic constants. The apparatus available for these courses is of high grade and includes standards of length, resistance, capacity, etc., certified by the Physikalisch-Technische Reichsanstalt.

#### 8, 9. LABORATORY PHYSICS (advanced course).

*Three three-hour periods per week. Through the year.*

*Elective for Seniors that have completed Physics 6, 7 and Mathematics 5, 6.*

This course comprises electrical measurements of precision: including high and low resistance, temperature coefficients of resistance, absolute capacity determinations, current and potential measurements with the potentiometer and standard cells, magnetic properties of iron, etc. The student is expected to arrange the necessary apparatus and to construct in the shop such subsidiary apparatus as may be needed. He is required to make use of the reference library in studying the various methods employed in practical and absolute electrical measurements.

#### 10. DYNAMOS AND MOTORS.

*Three hours per week. First semester. Elective for Seniors that have completed Physics 6, 7 and Mathematics 5, 6.*

A study of the theory, construction, and operation of direct and alternating current apparatus: generators, motors, synchronous converters, transformers, etc. The solution and discussion of a large number of practical problems forms an important part of the work. Experimental illustration in the laboratory is correlated with the class-room work.

#### 11. THEORY OF ELECTRICITY.

*Three hours per week. Second semester. Elective for Seniors that have completed Physics 9 and Mathematics 7.*

A mathematical treatment of the subject, including terrestrial magnetism, compensation of ship's compass, electrostatics, conduction through gases, etc.

### MECHANICAL DRAWING

The courses in drawing are designed to meet the requirements of students intending to study civil, mechan-

ical, or electrical engineering. The work is made as practical as possible.

1, 2. MECHANICAL DRAWING. The use of instruments. Geometrical problems and projection. Simple mechanical details. Introductory to all courses in drawing.

*Three periods per week. Through the year. Elective for Freshmen.*

3, 4. MACHINE DRAWING. Elementary course.

*Three periods per week. Through the year. Elective for Sophomores.*

5. TOPOGRAPHICAL DRAWING.

*Three periods per week. Second semester. Elective for Sophomores.*

## XX. SPANISH

[1, 2. ELEMENTS OF SPANISH. Pronunciation, grammar, composition, translation of graded selections of prose and poetry, sight-reading and dictation.

*Three hours. Through the year. Elective for Sophomores, Juniors and Seniors. Not offered in 1916-1917.]*

3, 4. ADVANCED READINGS IN SPANISH CLASSICS, AND COMPOSITION.

*One hour. Through the year. Elective for students that have completed Spanish 1 and 2.*

## XXI. HYGIENE AND PHYSICAL EDUCATION

### HYGIENE FOR MEN

The Director of Physical Training gives each young man entering the Freshman Class a thorough physical examination during the first term of his attendance at

College. From the measurements and strength tests taken, a chart is made out for each student, showing his size, strength, and symmetry, in comparison with the normal standard, and also what parts of the body are defective in either strength or development. A hand-book containing the exercises prescribed for the correction of any physical defects shown by his chart, and giving specific directions in regard to diet and bathing, is furnished each student.

When any student is found defective in vision, he receives from one of the college oculists the specific treatment that his case may require.

#### *Oculists*

ANSON A. COBB, M. D., 236 Main St., Auburn.

CHARLES E. NORTON, M. D., 118 Lisbon Street.

FREDERICK S. WAKEFIELD, A. B., M. D., 342 Main Street.

GEORGE P. EMMONS, A. M., M. D., 147 Lisbon Street.

1, 2. **HYGIENE.** A course of practical lectures dealing with certain phases of personal hygiene: ways and means of securing and conserving health; habits; causes of disease; carriers of disease; defences against disease.

*One hour. Through the year. Required of Sophomores.*

#### PHYSICAL TRAINING FOR MEN

1. **CLASS EXERCISES:** Military drill, setting-up exercises, and Indian-club swinging. Squad exercises (graded to suit the strength of each division): Basketball, indoor athletics, chest-weights, developing appliances, bar, rings, etc. From the first of November to the first of April. Required of Freshmen.

2. **CLASS EXERCISES:** Setting-up exercises, dumb-bell drill. Squad exercises: Boxing, wrestling, and heavy

gymnastics, basketball, bowling, indoor athletics. Required of Sophomores.

3. CLASS EXERCISES: Setting-up exercises, fencing with single sticks and with broad-swords. Squad exercises: Basketball, indoor athletics, heavy gymnastics. Required of Juniors.

#### HYGIENE AND PHYSICAL EDUCATION FOR WOMEN

##### 1. HYGIENE, ANATOMY AND PHYSIOLOGY.

(a). Hygiene. A course in the proper management, protection and care of the human body.

*One hour. Through the year. Required of Freshmen.*

(b). Anatomy and Physiology. This course aims to give a practical knowledge of the structure and operation of the human body.

*Three hours. First semester. Elective for Freshmen.*

2. GYMNASIAC TEACHING. A study of the Swedish system of gymnastics for the school room. Especially adapted for those wishing to supplement the teaching of other subjects with gymnastics.

*One hour. First semester. Elective for students that have completed course 1b.*

3. PRACTICAL WORK OF THE DEPARTMENT: in the gymnasium or outdoors. This branch of the work aims at the promotion of bodily health and strength, the correction of faulty postures, relaxation from mental work, and the development of precision, alertness and grace of movement.

*One hour daily. Through the year. Required of every young woman in College.*

Three hours of this will be spent by Sophomores and Freshmen, and two hours by Seniors and Juniors, under

the supervision of the director. For the remaining hours each student may make a choice from the work outlined below.

NOTE—A careful physical and medical examination is made of each new student by a woman physician and the physical director, to ascertain her abilities and limitations.

A fee of \$10 is charged to cover the expense of gymnasium suit, shoes, dues to the Athletic Association for the first semester, medical examination, etc.

(a). In the gymnasium—

(1) Swedish gymnastics. Floor drills, marching and apparatus work.

(2) Corrective gymnastics. Special exercises to overcome faults of posture, lateral curvature of the spine, round shoulders, weak and flat feet.

(3) Æsthetic gymnastics. Rhythmical movements for the whole body.

(4) Folk dancing.

(b) On the athletic field or games in the gymnasium—

(1) In the fall: field hockey, volley ball, tennis, hare and hound chase, walks, cross-country walks, etc.

(2) In the winter: basketball (on days alternating with gymnasium work), snowshoeing, walks, etc.

(3) In the spring: baseball, tennis, walks and track. Field day ends the year's work.

ATHLETIC ASSOCIATION. A student organization to help promote interest in physical education in general. The sports are carried on under its direction with the help of the director. All sports are supervised. Dues: \$1 a semester.



## OUTLINE OF STUDIES

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The figure preceding a subject indicates the number of the course in that study as explained on pages 44 to 93. The figure following a subject indicates the number of exercises per week. Electives are italicized. The left-hand column in the Freshman year shows the arrangement of courses for students who are candidates for the A. B. degree; the right-hand column, the arrangement for candidates for the B. S. degree. Subjects in square [ ] are not offered in 1916-1917.

### FRESHMAN YEAR

#### *First Semester*

A. B.		B. S.	
1 Christian Ethics	1	1 Christian Ethics	1
1 English	3	1 English	3
1, 3, 5 French or	3	1, 3 French or	3
1, 3 German	3	1, 3 German	3
1 Latin	3	1 Mathematics	3
Latin A	4	1 <i>Latin</i>	3
Latin B	4	1 <i>Mechanical Drawing</i>	3
1a, 3 * <i>Physical Education</i>	1	1 <i>Ornithology</i>	1
1 <i>Greek</i>	3	1 <i>Physiology</i>	3
1 <i>Mathematics</i>	3	7 <i>Statesmanship</i>	3
1 <i>Mechanical Drawing</i>	3		
1 <i>Ornithology</i>	1		
1b ** <i>Physical Education</i>	3		
1 <i>Physiology</i>	3		
7 <i>Statesmanship</i>	3		

\*Required of women.

\*\*Elective for women.

*Second Semester*

2 English	3	2 English	3
2, 4, 6 French or	3	2, 4 French or	3
2, 4 German	3	2, 4 German	3
2 Latin	3	2 Mathematics	3
Latin A	4	1 Oratory	1
Latin B	4	1 Physics	3
1 Oratory	1	1 <i>Biblical Literature</i>	3
1a, 3 *Physical Education	1	1 <i>Biology</i>	3
1 <i>Biblical Literature</i>	3	1 <i>Economics</i>	3
1 <i>Biology</i>	3	2 <i>Latin</i>	3
1 <i>Economics</i>	3	2 <i>Mechanical Drawing</i>	3
2a, 2 <i>Greek</i>	3	2 <i>Ornithology</i>	1
2 <i>Mathematics</i>	3		
2 <i>Mechanical Drawing</i>	3		
2 <i>Ornithology</i>	1		

\*Required of women.

SOPHOMORE YEAR

For differences between the A. B. and B. S. courses after the Freshman year consult Major and Minor Requirements on pages 100-102.

*First Semester*

1 *Bacteriology	1	3 <i>Greek</i>	3
3 English	3	5 <i>Greek</i>	3
1 German	3	9a <i>Greek</i>	1
1 **Hygiene	1	1 <i>History</i>	3
2 Oratory	1	3 <i>Latin</i>	3
3 *Physical Education	1	4a <i>Latin</i>	1
2 <i>Physics</i> (B. S.)	3	3 <i>Machine Drawing</i>	3
2 <i>Biblical Literature</i>	3	3 <i>Mathematics</i>	3
1 <i>Chemistry</i>	3	2 <i>Physical Education</i>	1
2 <i>Economics</i>	3	4 <i>Physics</i> (A. B.)	3
5, 7, 9 <i>French</i>	3	2 <i>Psychology</i>	3
3 <i>German</i>	3	[1 <i>Spanish</i>	3]
		2 <i>Zoölogy</i>	3

\*Required of women.

\*\*Required of men.

*Second Semester*

2 German	3	10 Greek	3
2 **Hygiene	1	9a Greek	1
3 <i>Physics</i> (B. S.)	3	2 <i>History</i>	3
3 *Physical Education	1	4 <i>Latin</i>	3
2 *Sanitation	1	4a <i>Latin</i>	1
3 <i>Biblical Literature</i>	3	4 <i>Machine Drawing</i>	3
2 <i>Chemistry</i>	3	4 <i>Mathematics</i>	3
1 <i>Biology</i>	3	3 <i>Oratory</i>	1
1, 3, 5, [6] <i>Economics</i>	3	5 <i>Physics</i> (A. B.)	3
4a, [4b], 5, 6 <i>English</i>	3	2 <i>Psychology</i>	3
6, 8, 10 <i>French</i>	3	[2 <i>Spanish</i>	3]
4 <i>German</i>	3	5 <i>Topographical Drawing</i>	3
4 <i>Greek</i>	3	2 <i>Zoölogy</i>	3

\*Required of women. \*\*Required of men.

## JUNIOR YEAR

*First Semester*

7 <i>English</i>	4	11 <i>Greek Drama</i>	3
3 *Physical Education	1	8 <i>Hebrew</i>	3
1 <i>Astronomy</i>	3	3, 5 <i>History</i>	3
2, [4], 6 <i>Biblical Literature</i>	3	1 ** <i>Household Management</i>	1
1 <i>Botany</i>	3	4a <i>Latin</i>	1
3 <i>Chemistry</i>	3	[5 <i>Latin</i>	3]
2, 4, 7 <i>Economics</i>	3	7 <i>Latin</i>	3
1 <i>Education</i>	3	7 <i>Logic</i>	3
1 <i>Fine Arts</i>	3	5 <i>Mathematics</i>	3
5, 7, 9, [11] <i>French</i>	3	4 <i>Oratory</i>	1
13, 15 <i>French</i>	3	5 <i>Philosophy</i>	3
17 <i>French</i>	1	2 <i>Physical Education</i>	1
1, 3 <i>Geology</i>	3	6 <i>Physics</i>	3
5, 9 <i>German</i>	3	2, 3 <i>Psychology</i>	3
11 <i>German</i>	1	8 <i>Sociology</i>	3
5 <i>Greek</i>	3	[1], 3 <i>Spanish</i>	3
[7 <i>Greek</i>	3]	3 <i>Zoölogy</i>	3
9a <i>Greek</i>	1		

\*Required of women. \*\*Elective for women.

*Second Semester*

3 *Physical Education	1	6 Greek	3
2 Astronomy	3	9a Greek	1
3, [5], 7 Biblical Literature	3	12 Greek Drama	3
2 Botany	3	9 Hebrew	3
4 Chemistry	3	4 History	3
9 Chemistry	1	6 History	1
1, 3, 5, [6] Economics	3	2 **Household Management	1
[2a], 2 Education	3	4a Latin	1
8 English	4	6 Latin	3
8 Ethics	3	[8 Latin	3]
6, 8, 10, [12] French	3	6 Mathematics	3
14, 16 French	3	6 Philosophy	3
18 French	1	7 Physics	3
2, 4 Geology	3	2, 4 Psychology	3
6, 10 German	3	9, [10] Sociology	3
12 German	1	[2], 4 Spanish	3
1, 2 Government	3	4 Zoölogy	3
[8], 10 Greek	3		

\*Required of women. \*\*Elective for women.

SENIOR YEAR

*First Semester*

3 *Physical Education	1	11 Greek Drama	3
1 Astronomy	3	8, 10 Hebrew	3
6 Biblical Literature	3	3, 5 History	3
5 Chemistry	3	1 **Household Management	1
[7], 8 Chemistry	3	4a Latin	1
11 Chemistry	3	[5 Latin	3]
2, 4, 7 Economics	3	7 Latin	3
3, 4 Education	3	7 Logic	3
9 English	4	7 Mathematics	3
1 Fine Arts	3	4 Oratory	1
7, 9, [11] French	3	5 Philosophy	3
13, 15 French	3	2 Physical Education	1
17 French	1	3 Psychology	3
1, 3 Geology	3	8, 10 Physics	3
7 German	3	8 Sociology	3
11, 13 German	1	[1], 3 Spanish	3
5 Greek	3	5 Zoölogy	3
[7 Greek	3]	7a Zoölogy	2
9a Greek	1	7b Zoölogy	1

\*Required of women. \*\*Elective for women.

*Second Semester*

3 *Physical Education	1	6 Greek	3
2 Astronomy	3	[8], 10 Greek	3
7 Biblical Literature	3	9a Greek	1
6, 8 Chemistry	3	12 Greek Drama	3
9 Chemistry	1	9, 11 Hebrew	3
10 Chemistry	2	4 History	3
11 Chemistry	3	6 History	1
1, 3, 5, [8] Economics	3	2 **Household Management	1
4, [5], 6 Education	3	4a Latin	1
10 English	4	6 Latin	3
8 Ethics	3	[8] Latin	3]
11 English	1	8 Mathematics	3
8, 10, [12] French	3	5, 6 Oratory	1
14, 16 French	3	6 Philosophy	3
18 French	1	9, 11 Physics	3
2, 4 Geology	3	4 Psychology	3
8 German	3	9, [10] Sociology	3
12, 14 German	1	[2], 4 Spanish	3
1, 2 Government	3	6 Zoölogy	3

\*Required of women. \*\*Elective for women.

After the first semester of the Freshman year students elect subjects enough to make not less than 15 hours per week (16 including Oratory), and not more than 17, except by special permission.

The courses of instruction offered lead to the degree of Bachelor of Arts or Bachelor of Science.

## DEGREES AND HONORS

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The courses of instruction offered lead to the degree of Bachelor of Arts or Bachelor of Science.

### BACHELOR'S DEGREE

The Bachelor's degree is conferred on all students that complete satisfactorily one hundred and twenty-two semester hours in the requisite courses, exclusive of the courses in Hygiene and Physical Education and elective courses in Oratory. Each candidate for this degree must submit not later than May 15th of his Senior year a thesis of not less than one thousand words upon some subject representative of his accepted Major. His subject for this thesis must be selected from a list presented by the head of the department in which he has chosen his Major. Candidates are invited to submit subjects for the approval of those in charge of the lists.

It is understood that each list from which choices are to be made will be presented not later than Friday of the eleventh week of the first semester.

### MASTER'S DEGREE

The degree of Master of Arts is conferred on graduates of the College of at least three years' standing who have completed one year's graduate non-professional study or its equivalent. Either two or three subjects may be selected, with the advice and under the direction of the heads of the College departments. Evidence of proficiency is to be given by examinations and theses. Theses



must be presented and fee paid as early as June 1st, and final examinations must be passed not later than ten days before the annual Commencement. The fee is \$10.00. Modifications of the foregoing conditions may be granted resident graduates. Further information on the subject may be obtained by writing to the Secretary.

## GROUP ARRANGEMENT OF STUDIES

The different departments of instruction are arranged under three groups: I, Languages; II, Philosophy (including History and the Social Sciences); and III, Sciences (including Mathematics).

GROUP I	GROUP II	GROUP III
<i>Languages</i>	<i>Philosophy</i>	<i>Sciences</i>
English	Biblical Literature and	Astronomy
French	Religion	Botany
German	Economics	Chemistry
Greek	Education	Engineering
Hebrew	Ethics	Geology
Latin	Fine Arts	Mathematics
Spanish	Government	Ornithology
	History	Physics
	Philosophy	Physiology
	Psychology	Zoölogy

## REQUIREMENTS

A candidate for the degree of Bachelor of Arts must complete before graduation a Major subject in Group I or II, and a Minor subject, beginning after the Freshman year, in each of the other Groups. A candidate for the degree of Bachelor of Science must complete before graduation a Major and a Minor subject in Group III, and a Minor in each of the other Groups.

A candidate for either degree must complete a year's work, three hours a week, in both French and German; these subjects, if begun in College, must be completed at the end of the Sophomore year. No student will be permitted to begin both French and German in his Freshman year.

If a student presents less than two years of French for entrance to College, he must take French in his Freshman year; if a student presents two or more years of French for entrance to College, he may elect both French and German in his Freshman year.

In complying with the above conditions, subjects indicated as required in the "Outline of Studies" may count equally with electives. A student in making his selections for the Junior year should indicate in which Group he intends to secure his Major, and in making his selections for the Senior year should indicate the Departments in which he intends to secure his Major and his Minors.

## MAJORS AND MINORS

All candidates for degrees are required to make their selections with reference to Major and Minor subjects.

A Major subject is one which is pursued at least three hours a week for three years, including the Senior year; in case of "alternate" courses in the foreign languages, if a Senior course is pursued during the Junior year, the Major may be completed at the end of the Junior year.

A Minor subject is one which is pursued at least three hours per week for two consecutive years, or consists of six three-hour courses of definitely related subjects, and may be pursued in any of the subjects possible for Majors. In certain other cases, by arrangement with the Com-

mittee on Curriculum, a Major or a Minor study may be kept up by a combination of related courses from different departments.

English 1, 2, French 1, 2, German 1, 2 (if begun in the Freshman year), History 7, Latin A, B, and Physics 1 must not be counted towards a Minor.

## HONORS

The method of awarding honors and assigning Commencement parts is as follows: Six honors, three to young men and three to young women, are awarded for Scholarship in each of the three general Groups as given under the Group Arrangement of Studies.

From the eighteen persons receiving these honors eight are selected to deliver Commencement parts.

1. A committee of three shall be appointed representing each group of studies, who shall present to the Faculty for consideration the names of members of the Senior Class whose rank is 85 or more in any group, and averages at least 80 in all studies.

2. In making up the rank for the assignment of honors, the work of the Freshman year shall not be counted.

3. In awarding honors in any group of studies amount of work as well as rank shall be considered, and in deciding between candidates preference shall be given to the one having the largest number of courses, unless the rank of one having a smaller number is higher than that of the others in any equal number of courses.

4. A student whose rank entitles him to an honor in more than one group of studies shall receive appropriate recognition of that distinction.

# ADMINISTRATION

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## REGISTRATION

The committee on registration is in session on the first day of each term, and all students are required to register at that time unless previously excused. Students failing to comply with the above requirement are charged one dollar for subsequent registration, and this sum will be collected with their term bills.

## ABSENCE FROM RECITATIONS

No excuse for absence from recitations or other class exercises will be granted on the ground of social, literary or athletic engagements.

No student will be excused from regular work to prepare for or to take an examination. Any examination taken under such conditions shall be regarded as a failure.

Students that have been absent one week or more from any course are required to take at least one written lesson for each four weeks of absence, or fraction thereof.

## EXCUSES

The excuse officer for young men is the President, or, in his absence, the Acting President; for young women, the Dean. These officers will have regular office hours and may be found at their offices every day on which recitations are held. Whenever possible, excuses should be obtained before the absences occur. Claims for excuses must be presented within two days after students return.

The Registrar will keep at her office a complete record of all absences and of all excuses granted.

For every unexcused absence from class one-fifth of an hour's semester credit will be deducted from the student's total credits; and for each unexcused absence from College exercises immediately preceding or immediately following a recess or a vacation a double penalty is imposed.

Excuses for tardiness must be presented to the instructor at the hour at which the tardiness occurs. Otherwise such tardiness will be treated as an unexcused absence.

## EXAMINATIONS

Written examinations are given at the close of each semester and at such other times as the instructors may determine.

## RANK BILLS

These are sent to the parent or guardian of each student at the close of each semester. A student's work in a course is reported according to the following grades: A, B, C, D and F. A signifies a rank from 90 to 100; B, from 80 to 90; C, from 70 to 80; D, from 60 to 70; F, failure.

## STUDENT ADVISERS

Near the beginning of the College year the young men of each class are divided into groups; and for each group some teacher acts as a special adviser. The attempt is made to assure to each student a true friend from whom in any perplexity or emergency he may freely ask counsel and aid. It is one of the cherished aims of the College to foster intimate and mutually helpful relations between teachers and students. At a stated time and place once

a month each student reports his church attendance to his adviser.

## HEALTH OF STUDENTS

The health of students is an object of constant care. Physical examinations are given each year, and suitable exercise is prescribed for each student. Lewiston has two of the best hospitals in New England, and these are always open at special, reasonable rates to students requiring the services of skilful physicians or surgeons.

## YEARLY EXPENSES FOR YOUNG MEN

Tuition,	\$75.00	\$75.00
Room with Board,	140.00 to	166.00
Lights, laundry, books, etc.,	15.00	30.00
	<hr/>	<hr/>
	\$230.00	\$271.00

Each Freshman pays a fee of one dollar for his medical examination, chart and handbook.

Students are advised in regard to selecting their rooms. Rooms for young men, except in John Bertram Hall, are unfurnished. Each man, on engaging a room in a College building, deposits a fee of five dollars with the Assistant Treasurer. This sum is credited to him as part payment of his rent for the first semester. Students are held responsible for the rent of the rooms selected, unless other satisfactory arrangements are made with the Assistant Treasurer. Students, except those living at home, are expected to board at the College Commons. No permission to board elsewhere will be given except under definite arrangements with the Committee on the Commons. Board at the Commons is \$3.50 per week.



## YEARLY EXPENSES FOR YOUNG WOMEN

Tuition,	\$75.00	\$75.00
Room with Board,	173.00 to	195.00
Textbooks, class dues, etc.,	20.00	30.00
	<hr/>	<hr/>
	\$268.00	\$300.00

Residence on the campus is required of all young women students not living with their families, except as special permission to live elsewhere may be granted to those partially self-supporting. Most of the rooms accommodate two students. All the rooms are heated, lighted, and equipped with the heavy furniture.

A limited number of young women may secure room with board in the Cheney dining room for \$144.00 and service amounting to not more than an hour daily. Students wholly dependent upon their own efforts are advised to accumulate some reserve funds before entering College.

To retain a room for the ensuing year, a deposit of \$5.00 must be made on or before June 1st. This amount will be refunded to students prevented from entering, if application for its return is made before September 1st.

No reduction can be made for temporary absence. For withdrawals in case of illness the loss will be shared by the College, for one-half the current semester.

Correspondence regarding living arrangements should be addressed to the Dean of Women. Checks should be made payable to "Rand Hall Account."

## LABORATORY FEES

All students taking laboratory courses in Chemistry, Physics, Biology, and Geology, are charged an additional

fee varying from two to five dollars each semester, according to the nature and amount of the work.

## BILLS

College bills for the first semester must be paid to the Assistant Treasurer by November 15, and for the second semester by March 15. Students who are unable to pay their bills on or before the above dates must present to the Assistant Treasurer their requests for extension of time for payment before the date on which the bills are due. The Assistant Treasurer has authority to extend the time for payment for a period not exceeding two months. In exceptional cases, the payment of not more than one-half of the current bill may be postponed till the opening of the following semester. No extension can be granted to Seniors on the bills for the second semester. Students having leave of absence from College on the above dates are required to settle their College bills within five days after their return. Students that fail to comply with the above requirements will be subject to an additional charge of one dollar for each week, or fraction thereof, elapsing after the regular dates of settlement.

Copies of semester bills are mailed at the close of each semester to the parents or guardians of all students whose bills remain unpaid.

Students will not be dismissed from College on request until they have paid all their College bills, including those of the current semester.

Students and graduates for whom tuition has been deferred will not be recommended or certified to graduate or professional schools until they have paid all tuition in arrears.

## BUILDINGS AND EQUIPMENT

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The College has fifteen buildings. These are kept in good repair and in the best sanitary condition. They are all heated by steam and lighted by electricity.

### CHAPEL

What was long the most urgent need of the College, a suitable place for daily worship by Faculty and students, is at length fully met. Through the wonderful generosity of a devout Christian woman the sum of \$60,000 was in January, 1912, placed in the hands of the Treasurer of the College to ensure the erection of a worthy Chapel and the installment of an appropriate organ. To this amount \$5,000 was subsequently added. The building is 125 feet in length and 55 feet in breadth. It affords seats for 900 persons, 800 upon the floor and 100 in the gallery. The latter is at the front end of the building and above the main entrance. On exceptional occasions, such as Commencement, the seating capacity can be increased by utilizing the spacious chancel to more than one thousand. There are two rooms connecting directly with the chancel—one on either side. One of these rooms is for the choir; the other for those officiating in the religious services. The organ, built by Hook and Hastings of Boston, is placed directly over the choir room. It is an instrument worthy of the Chapel and its sacred uses. The Chapel is of granite and is of Gothic design, after the English collegiate style. The audience room is open to the roof, thus disclosing its supporting timbers. There are four towers, two at each

end in conformity to the general style of the architecture. The corner stone was laid with appropriate exercises on November 6, 1912. The Chapel was dedicated on January 7, 1914.

### HATHORN HALL

Hathorn Hall, a beautiful and substantial building of three stories, contains an Assembly Room, ten lecture rooms, and a large study and a cloak room for women students. Through the generosity of successive classes, nearly all the rooms in this building have been finished and furnished with excellent taste. This Hall takes its name from Seth and Mary Hathorn, of Woolwich, Me., who in the early history of the institution contributed generously toward its erection.

### HEDGE LABORATORY

The building of the department of Chemistry is called Hedge Laboratory, in honor of the late Isaiah H. Hedge, M. D., of Waukon, Iowa, who furnished the means for its erection. It is a two-story building finely located and of attractive modern style. Important improvements in this building have recently been made by which its capacity has been increased considerably and the general conveniences much improved. On the first floor of the laboratory are the chemical lecture room, with rooms adjoining for chemicals and apparatus, and a class laboratory room fitted up with tables and sinks sufficient to accommodate thirty-two students. The large laboratory room for qualitative analysis occupies the most of the second floor. It is well lighted, thoroughly ventilated, and conveniently fitted with sinks, hoods, and tables sufficient to accommodate seventy-three students. Adjoining this room are

the weighing and apparatus rooms and the private laboratory of the head of the department. The removal of the coal bins and steam boiler from the basement of this building made it possible to use the whole of that floor for stock and laboratory rooms. Excellent accommodation has thus been provided for ninety-seven additional students.

The arrangement and appliances of the whole building are in accordance with most approved plans of modern laboratories.

The enrollment in this department is so large as to render imperative the doubling of the capacity of the Laboratory at the earliest practicable date.

### CARNEGIE SCIENCE HALL

In January, 1908, Mr. Andrew Carnegie made a subscription of \$50,000 for the erection of a new science building. The conditions of the gift having been met, the corner stone was laid during Commencement week of 1911. The building was opened for occupancy in September, 1912, and was dedicated January 14, 1913.

Three departments of the College are provided with commodious and convenient accommodations in Carnegie Science Hall.

The most used rooms of the Biological Department are located on the first floor. The lecture and recitation room has a raised floor so that the seats at the rear of the room are two feet above those in the front row. At present the equipment includes: fifty-five iron-framed tablet arm chairs; a lecture and demonstration desk furnished with a sink, aquaria, gas and electric connections, cupboards and drawers.

Adjoining the recitation room is the department li-

brary, known as the Ira H. Bickford Biological Library of Bates College. This library was established by Mr. Bickford in June, 1911. The room is furnished with reference table, chairs, a librarian's desk, book shelving, and card catalogues. Special mention should be made of a valuable collection of ornithological works presented to the Library by Prof. J. Y. Stanton.

Opening out of the library, in the east corner of the building, is the office and private laboratory of the head of the department.

The laboratory for histology and general microscopy opens out of the main corridor and occupies the northwest corner of the first floor. This room is unusually well equipped with windows, and electric fixtures for artificial illumination. The furnishings and technical apparatus for this laboratory are extensive, modern, and selected with care as to their special purposes.

Also opening out of the main corridor, and occupying the entire southwest end of this first story, is the large general laboratory for the courses in vertebrate and invertebrate zoölogy. Like other laboratories of the building, this has associated with it a supply room.

The entire northeastern half of the third floor has been set aside for a biological museum. The Biological Museum is especially fortunate in its extensive and valuable collection of ornithological specimens. In addition to the regular teaching collection, which includes representatives of nearly all the New England species, besides many from other parts of the United States, and from foreign countries, Prof. J. Y. Stanton has presented his entire private collection of mounted birds and skins. This collection includes several specimens of extinct forms and many rare species.



The entire fourth floor is used as a vivarium. It is divided into rooms as follows: a large animal room, a supply room, and a room for the experimental breeding of animals and plants.

In the basement, the Biological Department has the following accommodations: a taxidermy and tool room; a supply room; and a dark room.

The second floor of the building is allotted to the Department of Physics. The lecture room is fitted with seats for fifty-five students, a stereopticon stand, a lecture table equipped with gas, water, and electricity—both alternating and direct current. The room is ventilated by the electric fan.

Adjoining the lecture room is a commodious apparatus room fitted with a large counter and wall shelves. The cabinet is well supplied with apparatus for lecture table and laboratory experiments.

Adjoining the apparatus room is a large laboratory equipped with water, gas, and electricity for advanced work in Physics. This room is fitted especially for electrical work. Connected with this laboratory is a photographic dark room and a private laboratory and office for the head of the department.

At the other end of the building is a large laboratory for the elementary work in Physics, fitted with tables and wall shelves, supplied with gas and electricity for experimental work.

In the basement of the building is a dynamo room containing the main switch-board that serves both as a main feeder for the building and as an experimental board. A small shop adjoins the dynamo room, equipped with an assortment of tools for repairing apparatus.

A large Physiological laboratory in the basement is

for the present used as a drafting room and contains stands for about forty-five students. This room is fitted with wall cabinets having numerous drawers and cupboards.

The recitation room for the Physiological department is upon the third floor. In location, size and equipment this room is similar to the recitation room on the first floor.

The rear entrance to the building opens directly into a receiving and unpacking room. There are three lavatory rooms, one in the basement, another on the first floor, and a third on the second floor. A large general supply room and a sterilizing room are also located in the basement. An efficient ventilating system is connected with all basement rooms and with the three recitation rooms.

### CORAM LIBRARY

Coram Library, dedicated in 1902 and named for Mr. Joseph A. Coram, of Lowell, Mass., who contributed twenty thousand dollars towards its erection, is one of the most beautiful and best planned buildings of its kind. Its reading, reference, seminar, and stack rooms are models of taste and convenience. The furnishings throughout are of the most approved designs for modern libraries.

Individuals disposing of private libraries could find no better place in which to perpetuate the usefulness of rare and standard works. The shelving capacity has just been largely increased by the construction of a second story stack room.

The library is classified according to the Dewey system; there is a dictionary card catalogue; access to the shelves is entirely unrestricted. Attention is given to helping the students in using the catalogue, reference books, and special bibliographies. Books selected by

teachers for special reading in connection with class work are reserved on shelves near the delivery desk.

The number of volumes in the library is 41,672.

The College library has been selected with special reference to the needs of the several departments. It is composed mainly of modern publications, and contains many important works of reference.

Special funds from which income for the purchase of books is derived are the following:—

The Benjamin E. Bates Library Fund, founded in 1906, by a gift of \$10,000 from Mr. Clement S. Houghton of Boston. This fund was given in memory of Benjamin E. Bates, the son of the Benjamin E. Bates whose name the College bears, and himself for twelve years a devoted and efficient member of the Board of Fellows of the Institution. The income of this fund is expended in the purchase of works upon History, Economics, Sociology and Mathematics—subjects in which Mr. Bates was much interested.

The Stephen and Mary Stickney Library Fund was established in 1909 by a legacy of \$7,000 from Mrs. Mary M. S. Spaulding in memory of her parents.

The French library of the late Isaac L. Rice, LL. D., numbering 1800 volumes and thought to be the most valuable private collection of its kind in America, has been presented recently to the College by the family of Dr. Rice and has been placed in the Art Room of the Library. This room is designated as the Isaac L. Rice Room.

Considering the expense involved in purchasing books most necessary to keep the library abreast of the times, the generous aid of friends of the College is invited to the establishment of new funds.

The library is open during term time from 8.30 A. M.

to 12.10 P. M., 1.30 to 5.30 P. M., and from 7 P. M., to 9 P. M., daily, except Sunday.

The privileges of the library are extended to graduates of the College and to the clergymen of Lewiston and Auburn; also to other persons on recommendation of the President or the Library Committee.

One of the largest rooms has been reserved for the reception of statuary, bronzes, pictures, and curios that the friends of the College have been waiting to give when a suitable place should be provided.

Among other valuable gifts are casts of the Apollo Belvedere and the Diana of Versailles—both of heroic size. Under the will of the late George W. Harris of Boston, in commemoration of his intimate friendship with the first Benjamin E. Bates, the College has come into possession of a choice collection of music, including many rare manuscripts.

The College recently received from the late Rev. Dr. Charles G. Ames, of Boston, an ideal bust of Christ, one of the works of noteworthy merit by Hiram Powers.

Through the generosity of Miss Annette P. Rogers, of Boston, the College has several hundred large photographs, excellent copies of celebrated originals in the famous museums of the Old World. Miss Rogers has also given an admirable card catalogue of the photographs and 20 volumes of helpful books upon art. Several choice oil paintings, copies of masterpieces in the Florentine galleries, have lately been presented to the Library.

### LIBBEY FORUM

Through the generosity of the late Honorable W. Scott Libbey, the Literary Societies and the Christian Associations of the College have been provided with large, beau-

tiful, and convenient rooms—one for each of the three Societies and a fourth for the Y.M.C.A. and the Y.W.C.A. Libbey Forum has been erected to stand, and is probably the most solid and substantial structure in Lewiston. It is complete in all of its appointments. Its spacious corridors, its convenient cloak and toilet rooms, its arrangements for heat and light, and its furnishings, are all in complete harmony with the general design; and the result is an ideal home for the Societies that have long been one of the most unique and attractive features of Bates. It was dedicated on October 1st, 1909, and is now regularly occupied by the organizations for the benefit of which it was erected. The building occupies the large lot on the northern side of Mountain Avenue at its junction with College Street. The completion of this hall made available for important uses of the College the rooms that have been occupied for society purposes in Hathorn Hall and Parker Hall.

### PRESIDENT'S HOUSE

The President's House, a spacious and attractive two-story building originally erected for the President's residence, has since 1895 served as a dormitory for women students.

### PARKER HALL

Parker Hall affords accommodations for about one hundred young men. It has recently been renovated and modernized. The floors throughout are of hard wood. The rooms are arranged in suites, each consisting of a study and a bedroom. A commodious and tastefully furnished reception room, ample shower baths and other sanitary arrangements, and convenient and tasteful

student apartments, render this hall one of the most homelike and satisfactory college dormitories in New England. The baseball cage in the basement affords uninterrupted opportunities for practice in the winter and in stormy weather. Parker Hall bears the name of the late Judge Parker of Farmington, one of the chief contributors for this, the second building erected upon the Campus. The immediate supervision and care of this building are entrusted to the Parker Hall Association, made up of the student occupants.

### ROGER WILLIAMS HALL

Roger Williams Hall is an attractive and commodious three-story brick building erected by the late Lewis W. Anthony, Esq., of Providence, R. I. This hall, formerly devoted to the needs of Cobb Divinity School, is now used for College purposes. The first floor is occupied by two large lecture rooms, the offices of the President, the Assistant Treasurer, the Registrar and the Y. M. C. A. Secretary, a reception room and a reading room. The other floors are used for dormitory purposes. The student suites in this building are unusually tasteful and convenient. They accommodate between forty and fifty young men. Through the generosity of the Alumni the best suite of rooms in this hall has been tastefully furnished for the exclusive use of returning graduates and of guests of the College. The building is under the supervision of the Roger Williams Hall Association.

A fund of \$5,000 has been given by Dr. Alfred W. Anthony and Miss Kate J. Anthony for the permanent upkeep of this building.



## JOHN BERTRAM HALL

John Bertram Hall is the large three-story brick building that for thirteen years was used by the departments of Biology and Physics. The completion in 1912 of Carnegie Hall left it available for dormitory purposes and it was then thoroughly renovated and in large part reconstructed. Its spacious, convenient and attractive suites of rooms afford ample accommodations for from forty to fifty students. Most of these suites are occupied by young men of the Freshman class, thus meeting an urgent need. Heated by steam, lighted by electricity, provided with shower baths and the most approved plumbing arrangements, it is one of our most satisfactory dormitories. On the first floor is a tasteful reception room with a piano and other appropriate furniture. On the wall opposite the entrance hangs a picture of John Bertram—a man whose character and career exemplify the best in Christian manhood. In the basement are the kitchen and store rooms and a convenient, spacious and well appointed dining room that serves as a “Commons” for more than two hundred young men. All the floors of this building are of hard wood and every part of it is sanitary and well lighted. Through the generosity of a friend of Bates all the suites for students have been suitably furnished. The gift in January, 1913, by Mrs. David P. Kimball of Boston, of \$10,000 in memory of her father, Captain John Bertram of Salem, Mass., brought to the young men of the College facilities long needed and highly prized.

## RAND HALL

Rand Hall, completed in 1905 for the women of the College, is a beautiful three-story building one hundred and twenty feet in length by forty-three in breadth.

By action of the Trustees at their annual meeting in June, 1908, this building was named Rand Hall in memory of Professor John Holmes Rand and his untiring efforts to assure a true college home to the women of Bates. It contains a large, well-equipped gymnasium, Fiske reception room for student social gatherings, rooms for the Dean and for the Instructor in Household Economy, and for sixty young women, together with laundries, kitchens, dining-room, and all the appointments of a first-class women's hall.

### MILLIKEN HOUSE AND WHITTIER HOUSE

The Milliken House and the Whittier House, through the generous consideration of Hon. C. A. Milliken, are now the property of the College. With the President's House, now called Cheney House, and Rand Hall, they afford ample accommodations for the young women of the College.

### CENTRAL HEATING PLANT

The people of Maine by the unanimous action of their Legislature during the session of 1908 generously recognized the service rendered by Bates College to educational work in their State by the appropriation of \$45,000 for the construction of a Central Heating Plant for the Institution. This plant was completed under the supervision of competent engineers. It will materially lessen the cost of heating the College buildings and promote at once the health, the comfort, and the convenience of their occupants. In its construction, provision was made for extending its advantages to buildings hereafter to be erected.

## GYMNASIUMS

The Men's Gymnasium, a two-story wooden structure, with basement, has been a very useful building; but it should give place as soon as practicable to a more capacious and substantial structure of modern design. A new gymnasium adequate for our needs would cost \$100,000.00.

Subscriptions for this building are earnestly solicited. The immediate erection of a gymnasium for our young men might well engage the interest of some large-hearted, wealthy man or woman.

The Gymnasium is steam heated and equipped with the apparatus necessary for the thorough and systematic training and development of the human body. This apparatus is new and of the most approved modern pattern. In the basement of the Gymnasium are a pair of excellent bowling alleys; also convenient bathrooms, provided with lockers, hot and cold water, dip baths, shower baths, etc.

The gymnasium for women in Rand Hall is well equipped for class drill and apparatus work and provides for indoor recreation such as basketball, volley ball, indoor baseball, etc. The room adjoining the gymnasium is suitably fitted with shower baths and lockers.

The athletic grounds for women provide for field hockey, basketball, baseball, tennis, etc.

## ATHLETIC FIELD

The Garcelon Athletic Field, named in honor of the late Alonzo Garcelon, M. D., of the original governing board of the College, is considered one of the best in New England. It has a tasteful and commodious grand stand, sufficient for all present needs. The field, surrounded by a fence, has an area of seven acres. It con-

tains a quarter-mile track, a two hundred and twenty yard straight-away, take-offs for the jumps and pole vault, a football field, and a baseball diamond.

### OUTDOOR RUNNING TRACK

The wooden track is rectangular in shape with a straight-away course of 74 yards. The width of the straight-away is ten feet. The rectangle is five feet in width with a course of twelve laps to the mile. The track is located near the Gymnasium. It is of modern arrangement, and, undoubtedly, the best in the State of Maine.

### TENNIS COURTS

Ten fine tennis courts offer abundant opportunity for this healthful game.

# STUDENT LIFE

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## SOCIETIES AND ORGANIZATIONS

Bates has no secret societies. But the various interests of a wholesome student life are sustained and promoted by means of appropriate organizations,—both for the young men and for the young women.

The three older Literary Societies,—the Eurosophian, the Polymnian, and the Piærian—are carried on by the young men. Eurosophia is devoting most of its time to debating, declamation and composition; Polymnia to problems of Military Science and History; and Piæria to extempore speaking.

Four societies for debating and parliamentary practice, for the cultivation of literary and musical tastes and for practice in composition, for the promotion of interest in fine arts, for the discussion of current events and for fostering a helpful social life are maintained by the young women.

The Spofford Literary Club, composed of both young men and young women, has been organized recently, and its name and purpose constitute a choice tribute to the memory of the lamented Professor Spofford.

The Jordan Scientific Society, also recently organized, takes its name in honor of Dr. L. G. Jordan, Head of the Department of Chemistry. Its members are young men who find themselves eagerly interested in Science.

The Politics Club, organized in 1912, is composed of young men from the Junior and Senior Classes who are interested in the science of politics and government. The

programs of the meetings are in charge either of the regular members, or of invited guests who address the Club on appropriate subjects. The Club is a member of the Inter-Collegiate Civic League.

The Phil-Hellenic Club is a new society for students interested in Greek literature, life, and customs. Its purpose is a more thorough and personal appreciation of these matters than is afforded by curriculum courses. The club meets monthly, and very interesting and instructive articles have been contributed on such subjects as "Athenian Life," "Religious Views of Æschylus," and "Recent Discoveries in Crete."

Le Cercle Française serves a like purpose for students of French. Meetings are held once a week, and are conducted entirely in the French language and according to parliamentary rule. Papers relating to science, business, athletics and social life have been read at various times, always followed by a general discussion. All meetings are closed by the singing of the national anthem of France, "La Marseillaise."

A Deutscher Verein has been formed among the young men of the Junior and Senior Classes, and a Deutsche Gesellschaft among the young women of the Senior Class. Meetings are held every two weeks at which there are presented varied programs of a social and literary nature dealing with German life, manners, and customs.

The Press Club has recently been reorganized: its function is to supply the papers with Bates news.

The Intercollegiate Prohibition Association has a branch organization at Bates which is studying the liquor problem and preparing for aggressive practical work.

The Athletic Association is an organization of the men



of the College for the promotion of physical training and of athletic sports.

The Women's Athletic Association is an organization of the women of the College for kindred purposes.

The young men maintain an orchestra, a Glee Club, and a Mandolin Club; and the young women, a Glee Club and a Mandolin Club.

No student organization of the College may incur any financial obligation, or make any contract involving monetary consideration, without first obtaining the sanction of the President of the College, or of the proper Faculty committee under whose supervision the organization is placed. In the event of the contemplated formation of any such new organization, the President of the College must first be consulted; and, if permission be granted to effect such organization, he will advise the student representatives of the particular Faculty committee under whose supervision the organization is placed.

A Bates Chapter of Delta Sigma Rho was instituted on the twenty-first of June, 1915. All men participating in intercollegiate forensics are eligible for membership in this organization.

At the meeting of the Council of the United Chapters of Phi Beta Kappa held in September, 1916, a charter was granted to Bates, and the Phi Beta Kappa, Gamma Chapter of Maine, is about to be formed.

## RELIGIOUS LIFE

At 9.45 A. M., six days in the week, all the students, with the Faculty, assemble in the Chapel for reading of Scripture, prayer and singing. A committee composed of members of the Faculty are active in promoting the religious life of the College. The women students have

vesper services in Fiske Hall Sunday evenings. Occasional vesper services, open to the public, are held in the College Chapel.

The last Thursday in January is observed as the Day of Prayer for Colleges and is set apart entirely for religious meetings. A sermon to which the public are invited is preached in the chapel at 10 A. M. Christian friends of the College are asked to remember this day. The Elizabeth Garcelon Messer Fund assures the presence of an eminent and earnest speaker.

The two Student Christian Associations—Young Men's and Young Women's—are active and flourishing. They hold weekly meetings on Wednesday evenings, from 6.45 to 7.30 P. M., the Young Men's Christian Association in the Association Room, Libbey Forum, and the Young Women's Association in the Fiske Room, Rand Hall. Beside student leaders—members of the faculty, pastors, visiting lecturers and secretaries often speak at meetings arranged by the Associations. The weekly meeting, however, is but one of the many helpful activities of these Associations in the life of the College.

## THE YOUNG MEN'S CHRISTIAN ASSOCIATION

The College employs a resident, graduate, Young Men's Christian Association Secretary, and he and the leaders of the organization are in close touch with the leaders and secretaries of the International and World's Student Movement.

The Department of Administration looks after the business affairs of the Association, keeps proper records, secures reports, furnishes publicity, and assists in maintaining an office in Room 3, Roger Williams Hall, where daily office hours are kept.

The Religious Education Department plans for and conducts the weekly meetings, manages special campaigns in sex education, evangelism and missions, and promotes the devotional life of the men of the College.

The work of the Voluntary Study Department is that of maintaining classes in voluntary Bible study which are conducted in the first semester under faculty and student leadership, while the emphasis in the second half-year is placed on the study of missions, North American and world problems.

The Campus Service division of the social work of the Association includes the issuing of the annual college handbook, the extension of courtesy and hospitality to new students, the promoting of the special tutoring work of the institution, the presentation of wholesome and enjoyable entertainments, the selling of second-hand text-books, visitation of the sick, and the securing of employment.

The Community Service Department teaches English, civics, etc., to foreign workmen; sends deputations to churches, communities, preparatory schools and institutions; furnishes teachers for Sunday Schools and leaders for boys' clubs; co-operates with local pastors in interesting students in the work of the churches; assists in allying graduates with definite Christian service in the communities to which they go.

An Advisory Board, composed of representative members of the College Faculty, Alumni, student body and local business men, exercises a relation of oversight and counsel to all the Association activities.

## THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The work of the Young Women's Christian Association is much like that of the Men's. It is officered by the

young women, who in consultation with an advisory board, and under the direction of a visiting Secretary and other officers of the National Board, engage in various activities. Membership and Social Committees co-operate in welcoming the new students, correspond with them during the summer, share in the distribution of handbooks, meet them at the trains, give an afternoon reception on Mt. David the day College opens, unite with the Y. M. C. A. in a reception on the first Friday evening, and later a Hallowe'en party, and provide other informal social gatherings for the young women during the year.

The Bible Study and Missionary Committees arrange for classes during the first and second semesters respectively. The Missionary Committee also secures co-operation in the support of the worker kept in the foreign field by a group of Associations, and corresponds with various Alumnae in the work. It supervises the observance of the week of prayer.

The Social Committee visits the Old Ladies' Home, the Children's Home, provides teachers for Sunday School classes, secures gifts for Christmas time for poor children in the city, directs the work of the Eight Weeks' Club in College, distributes flowers to the sick, aids students needing help along various lines. It co-operates with the city Christian Association in teaching classes.

The Association News Committee supplies posters and periodicals on the work of the Association and other Associations. The Town Committee is concerned with interests of the girls not residing on the Campus. A group of girls attend the Silver Bay Conference each year.

## GENERAL INFORMATION

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### COLLEGE PUBLICATIONS

The *Bates Student* is published weekly under the direction of Editors and Managers selected from the Junior Class. The first number was issued in January, 1873.

The *Bates Bulletin*, published every three months, gives full information respecting the progress of the College. It will be sent to any address, upon application to the Registrar, for fifty cents a year.

### GEORGE COLBY CHASE LECTURE FUND

On Commencement Day, June 28, 1906, one of the Trustees of the College announced the creation of a fund of \$5,000 for the establishment of the George Colby Chase Lecture Fund for the maintenance of a permanent course of lectures to be known as the George Colby Chase Lecture Course. The College is indebted for this lecture fund to the late Honorable William Wallace Stetson, a former State Superintendent of the Public Schools of Maine. The purpose of the donor is definitely stated in the following citation from a prescribed trust agreement since executed: "Fourth, That the income of said fund shall be used exclusively for the maintenance of Lecture Courses in said College, and that no part of said income shall be used for any other purpose. Fifth, That speakers shall be selected who have done something worthy of special commendation, who have a message, and who can deliver it in such a manner as will be helpful to College students."

The far-reaching significance and substantial value of this lecture course for Bates students, thus made coeval with the life of the institution, can be better appreciated a century hence than now. This trust faithfully administered will break the isolation too often existing between the college and the world, and assure to every Bates man and Bates woman the quickening influences of great leaders in thought and achievement. Some of the lectures thus far given under the provisions of this fund have been by Rev. Lyman Abbott, D. D., Rev. Hugh Black, D. D., Mr. George W. Cable, Professor R. W. Wood of Johns Hopkins University, Rev. Charles F. Aked, D. D., Henry S. Pritchett, President of the Carnegie Foundation for the Advancement of Teaching, Hamilton Holt, Managing Editor of the *Independent*, Edward A. Steiner, D. D., of Grinnell College, Booker T. Washington, William T. Ellis, John Nolen, Edgar M. Banks, Ph. D., Seumas MacManus, Alfred Noyes, S. S. McClure, Professor Albert B. Hart, and Robert Frost.

## UNIVERSITY EXTENSION

Members of the Faculty are prepared to give lectures upon subjects in Science, Literature, Philosophy, History, Economics, Sociology, Pedagogy and Art. Particulars can be learned by correspondence with the President, or the Secretary of the Faculty.

## RESOURCES

Within a few years the resources of the College have been trebled. This has been due in large measure to the generosity of Mr. Andrew Carnegie and of Mr. Bartlett Doe, late of San Francisco, each of whom gave \$50,000 toward increasing the endowment; \$60,000, also, were



given by Alumni and other friends of Bates in response to a condition imposed by Mr. Carnegie. Nearly \$60,000 more were added to the permanent fund by meeting the conditions of Mr. Carnegie's subscription for the science building, and by other gifts, and in January, 1913, Honorable D. D. Stewart, of St. Albans, presented \$50,000 in memory of his brother, the late Levi M. Stewart, Esq., of Minneapolis, Minn. The total invested funds of the College at the present time amount to about \$930,000; and its total resources, including grounds, buildings, library, and apparatus, have a value of fully \$1,300,000.

### THE PUBLIC SERVICE OF BATES

To all who can prize her contributions to the intellectual and moral forces that must save our country Bates can unhesitatingly appeal. Of her graduates about 43 per cent have become teachers, and nearly 11 per cent ministers, the latter being distributed among ten religious denominations. Within recent years Bates has made important contributions to the foreign mission field. Seventy-four graduates have filled positions in Universities and Colleges, and more than this number have won distinction as State, City, and District Superintendents and as Principals of important Secondary Schools. Among the Higher Institutions to which Bates has contributed teachers are Albion, Amherst, Amherst Agricultural, Armour Institute, Bates, Bishop, Brown University, Carleton, Colgate University, Connecticut Agricultural, Cooper Institute, Cornell University, Dartmouth, Denison University, Drury, Fairmount, Grant University, Harvard University, Hillsdale, James Milliken, Keuka, Knox, Miami, Middlebury, Massachusetts Institute of Technology, Northwestern University, Norwich University,

Oahu (Hawaii), Pennsylvania State, Princeton University, Pomona, Redfields, Reed, Shaw University, Mt. Holyoke College, Tufts, University of California, University of Colorado, University of Illinois, University of Iowa, University of Maine, University of Montana, University of Oregon, University of Utah, Washington State College, University of Wisconsin, Western Reserve University, William Jewell, Worcester Polytechnic Institute, Yale University, Yankton. In Authorship, on the Bench, in Legislation, in Journalism, Law, Medicine, and Engineering, Bates has distinguished representatives; while nearly the entire body of her Alumni have proved themselves pure, earnest, useful citizens, ready for every good word and work, and making happier and better the communities in which they have lived. The thorough preparation that Bates gives for public speaking is shown by the honors won in the last thirteen years in thirty out of thirty-eight inter-collegiate debates—seventeen of these with Universities.

## BATES AND THE CARNEGIE FOUNDATION

The high standards of scholarship maintained at Bates and the breadth and liberality of her administrative policy are indicated by the fact that she was admitted to the benefits of The Carnegie Foundation for the Advancement of Teaching in June, 1907. She has been characterized from the beginning of her history at once by her insistence upon Christian standards of character and conduct and by her freedom from sectarianism. Her original charter contained no denominational or creedal conditions; and the slight change from the breadth of management that had been made in 1893 was, by the unanimous vote of her Trustees, removed in 1906. Her application of

Christianity to life finds expression in her supreme endeavor to educate her students for good citizenship and for self-denying service to mankind.

## REASONS FOR AIDING BATES

1. To a large number of young men and young women she offers their sole reasonable hope for obtaining a liberal education. Both the necessary and the incidental expenses are lower than at any other New England College.

2. In the number and quality of her graduate educators, Bates is not surpassed, and, perhaps, not equalled, by any other College in America.

3. She has been successful in securing character as well as scholarship.

4. She is unsectarian.

5. Her location is the best possible for her usefulness. She gathers from a constituency widening every year young men and young women of small means but of great promise, some of them traveling hundreds of miles to secure from her the New England culture of heart and mind, that they may use it for the good of our entire country.

6. She took up the cause of higher education for women when it was unpopular.

7. Every dollar given to her work strengthens the forces that are shaping our Christian civilization.

8. She has but \$930,000 for carrying on work for which most New England Colleges require \$2,000,000 or more.

## SUMMARY OF NEEDS

1. \$500,000 as an immediate addition to the permanent fund, in order to ensure the efficient maintenance of

present work, the development of existing departments, the endowment of a chair of Economics and the increase of the salaries of the teachers to a living basis.

2. \$20,000 for doubling the capacity of the present Chemical Laboratory.

3. \$5,000 to pay for the furnishing of Coram Library and to secure additional appliances.

4. \$50,000 as a permanent fund for the Library.

5. \$150,000 for additional Scholarships for deserving students.

6. \$100,000 for the erection of a new Gymnasium for the men students.

7. \$100,000 for the erection and maintenance of an Astronomical Observatory and the support of its Director.

8. \$10,000 for the grading and improvement of the Campus.

9. \$30,000 for a student loan fund.

10. \$100,000 for the erection of a Bates House, with ample provision for the needs of the Y. M. C. A. and for suitable rooms for recreation and for College guests.

11. \$10,000 for an addition to Rand Hall.

The total of the amounts named is more than \$1,000,000. We can do a valuable work while waiting for some of these needs to be met; others of them are urgent; all of them are implied in the plan of the institution; and could they be met at once, the result would justify the outlay. The enlargement of the Chemical Laboratory, the erection of a Gymnasium for the young men, the grading and improvement of the Campus, and a Bates House to provide for the social, recreational and religious needs of students, can be delayed only with serious loss to the College.

## GIFTS

All departments of Bates College are under the care of the same Board of Trustees, and all gifts and bequests should be made to "The President and Trustees of Bates College." When bequests are designated for the uses of a particular department, or for any other special purpose, they are limited to such purposes. But the experience of colleges shows that it is desirable to have the specific use of the income and endowments left as far as possible to be determined by the Trustees as the needs of the growing work may demand. The work of Bates College has greatly outgrown the present equipment, and there is pressing need of additional endowments, scholarships, and buildings.

## FORM OF BEQUEST

I give and bequeath to The President and Trustees of Bates College, a corporation existing in Lewiston, Maine, the sum of.....Dollars, for an endowment fund, to be called.....Fund (or Professorship, or Scholarship).

## FORM OF ANNUITY BOND

*Whereas*, The sum of.....Dollars has been given to The President and Trustees of Bates College, Lewiston, Maine, by.....of..... upon condition that, in consideration of said gift, an annuity of.....Dollars be paid to the said .....during.....life;

*Therefore*, The President and Trustees of Bates College hereby agree to pay the said sum of..... Dollars to the order of said.....at the Treasurer's

Office of said College, during the natural life of said  
.....commencing January first, Nineteen  
Hundred.....

In witness whereof the President and Trustees of  
Bates College have hereunto affixed their Corporate Seal  
and caused this bond to be signed by their President and  
Treasurer at Lewiston, Maine, this.....day of.....  
191...



## SCHOLARSHIPS

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STATE SCHOLARSHIPS—There are ten State Scholarships (each yielding \$50 annually) in the hands of the Governor; and in bestowing them preference is given to the children of those who have borne arms in defense of their country, and always to students who are needy and meritorious.

Each of the following scholarships has been endowed by a donation of one thousand dollars, and pays \$50 a year to the student elected to hold the scholarship.

REDINGTON SCHOLARSHIP—FOR A LADY STUDENT—Endowed by the late Hon. Asa Redington, LL. D., of Lewiston. This is supposed to be the first instance of such an appropriation in any college.

DUDLEY SCHOLARSHIP—Endowed by the late Alvin D. Dudley, Esq., of Haverhill, Mass.

CHENEY SCHOLARSHIP—FOR A STUDENT FROM NEW HAMPSHIRE—Endowed by the late Hon. Person C. Cheney, A. M., of Manchester, New Hampshire.

WOODMAN SCHOLARSHIP—Endowed by the Paige Street Free Baptist Church, Lowell, Mass., in memory of Rev. Jonathan Woodman, late pastor of the church.

SYMONDS SCHOLARSHIP—Endowed by the Plymouth Street Free Baptist Church, Portland, in memory of Joseph Symonds, Esq., a deacon of the church.

CLEMENTS SCHOLARSHIP—Endowed by the late Rev. Tisdale D. Clements of Lewiston.

BRIDGE SCHOLARSHIP—Endowed by the late Charles Bridge, Esq., of Gardiner.

LEWIS SCHOLARSHIP—Endowed by the late Chace Lewis, Esq., of Providence, Rhode Island.

CLASS SCHOLARSHIP—Endowed by the Class of 1877.

BARTLETT SCHOLARSHIP—Endowed by the Main Street Free Baptist Church, Lewiston, in memory of Rev. Flavel Bartlett.

NATHANIEL BOWEN SCHOLARSHIP—Endowed by the late Mrs. Hannah Bowen of Providence, Rhode Island.

COBB SCHOLARSHIP—Endowed by the late Hon. C. C. Cobb of Lewiston, in memory of his son, Rev. Frank Woodbury Cobb, A. M., class of 1873.

HOUGHTON SCHOLARSHIP—Endowed by the late Rev. Alphonso L. Houghton, A. M., of Lawrence, Mass., class of 1870.

RANDALL SCHOLARSHIP—Endowed by Mrs. Abby Randall in memory of Isaac Randall, Esq., of Johnston, R. I.

WILLIAMSON SCHOLARSHIP—Endowed by Elias W. Williamson, Esq., of Potters Landing, Md., in memory of his father, Rev. Stephen Williamson, of Stark.

QUINNAM SCHOLARSHIP—Endowed by the late Mrs. James Hobbs of Chicago, Ill., in memory of her father, Rev. Constant Quinnam.

EATON SCHOLARSHIP—Endowed by Mrs. Oliver H. Durrell of Cambridge, Mass., in memory of her father, Rev. Ebenezer G. Eaton of Lewiston.

BALDWIN SCHOLARSHIP—Endowed by the late B. C. Baldwin, Esq., of Lowell, Mass., in memory of his wife.

BONNEY SCHOLARSHIP—Endowed by Mrs. Harriet Cheney Bonney and Sherman G. Bonney, M. D., in memory of Calvin F. Bonney, M. D., of Manchester, N. H.

FRYE SCHOLARSHIP—Endowed by the late Hon. William P. Frye, LL. D., of Lewiston.

NUTTING SCHOLARSHIP—Endowed by the late Lyman Nutting, Esq., of Lebanon, Pa., in memory of his sister, Mrs. Charlotte Nutting Chadbourne.

ELLIS SCHOLARSHIP—Endowed by the late Miss M. A. Wales of Boston, Mass., in memory of her pastor, Rev. Rufus Ellis, D. D.

TALPEY SCHOLARSHIP—Endowed by the late Hon. Charles W. Talpey of Farmington, N. H.

THISSELL SCHOLARSHIP—Endowed by the late Mrs. Abby T. Deering of Portland, in memory of Hon. John Thissell of Corinth.

WARD SCHOLARSHIP—Endowed by Mrs. Mary E. Ward, in memory of her husband, Warren Ward, Esq., of Auburn.

BEAN SCHOLARSHIPS—Three scholarships endowed by the late Cyrus E. Bean of Portland, in memory of his father, Cotton Bean of Limerick.

SMALL SCHOLARSHIP—Endowed by James T. Small, Esq., of Lewiston, in memory of his son, Everett J. Small, class of 1889.

DYER SCHOLARSHIP—Endowed for the benefit of some student preparing for the Christian ministry, by the late Mrs. Irene M. Higgins, in memory of her parents, Mr. and Mrs. Jonah Dyer of Cape Elizabeth.

PAGE SCHOLARSHIP—Endowed by the late Peter Page, Esq., of New York City.

RAMSEY SCHOLARSHIP—Endowed by the late Mrs. V. G. Ramsey of North Berwick, in memory of her husband, Rev. G. P. Ramsey.

MATHEWS SCHOLARSHIP—Endowed by the late John M. Mathews, Esq., of Burlington, Vt., in memory of his daughter, Orissa Frances Mathews.

PERKINS SCHOLARSHIP—Endowed by the late Mrs. Moses W. Shapleigh of Ashland, N. H., in memory of her father, Rev. Thomas Perkins.

WOODBURY SCHOLARSHIP—Endowed by friends of the late Charles Woodbury of Boston, for the benefit of some Methodist student.

HARMON SCHOLARSHIP—Endowed by the late Ivory W. Harmon of Newton Center, Mass., in memory of his son, Wallace Ivory Harmon.

MARY L. STONE SCHOLARSHIP—Endowed by the late James S. Stone of Boston, Mass., in memory of his wife.

JORDAN SCHOLARSHIP—Endowed by Merrill Page and Emily Deering Jordan, in honor of Rev. Zachariah and Sabrina Page Jordan.

CLAPP SCHOLARSHIP—Endowed by the late Lucius Clapp, Esq., of Randolph, Mass.

LOVINA HAINES HASKELL SCHOLARSHIP—Endowed by the late Edwin B. Haskell of Boston, Mass.

FISKE SCHOLARSHIP—Endowed by the late Elizabeth S. Fiske of Boston, Mass.

ROWE AND CLARRY SCHOLARSHIPS—Endowed by a bequest of Mrs. Emily H. C. Rowe, in memory of her daughter, Miss Emma F. Clarry, and affording free tuition to four young women, preference to be given to worthy students from Brooks, Me.

DEXTER N. RICHARDS SCHOLARSHIPS—Endowed by Mrs. L. M. Richards of Brookline, Mass., in memory of her husband.

STETSON SCHOLARSHIP—Endowed by the late Amos W. Stetson of Boston, Mass.

JOHN D. PHILBRICK SCHOLARSHIP—Endowed by the late Mrs. John D. Philbrick.

WILLIAM WELLS CATE SCHOLARSHIP—Endowed by Rev. C. E. Cate, D. D., of Providence, R. I., in memory of his brother.

E. S. JORDAN SCHOLARSHIP—Endowed by the late Mrs. Clara Stanton Jordan, in memory of her husband.

FOSTER LEE RANDALL SCHOLARSHIP—Endowed by the late Foster Lee Randall of Lewiston.

STANLEY SCHOLARSHIP—Endowed by Ezra B. Stanley of Manchester, Mass.

DAVID AND THANKFUL JORDAN SCHOLARSHIP—Endowed by their children.

HOPKINS SCHOLARSHIP—Endowed by the late Augustus Hopkins, Esq., of Gardiner, Maine, preference to be given worthy students from Gardiner.

HERRICK SCHOLARSHIP—Endowed by the late Katherine Gardiner Herrick and by H. Adeliza Herrick of Lewiston, in memory of their parents, Samuel and Phebe H. Herrick, late of Northport, Me.

TARBOX SCHOLARSHIP—Endowed by Oren Cheney Tarbox, M. D., Bates '80, in honor of his parents, Rev. Moses H. and Mrs. Adrianna Weymouth Tarbox. Said scholarship to be applied for the aid of any deserving student, irrespective of age, color, sex or sect, preference being given, however, to a student contemplating the Christian ministry.

OSGOOD SCHOLARSHIP—Endowed by Col. Charles H. Osgood of Lewiston, and Amy Elizabeth Hunter of Carbondale, Pa., in honor of their father and mother, Henry A. and Elizabeth H. Osgood, for the benefit of some young man or woman from the State of Maine.

ALBINA ELIZABETH GOODSPEED SCHOLARSHIP—Endowed by Jessie L. Goodspeed, Gertrude C. Goodspeed, and Henry S. Goodspeed, of the city of New York, in memory of their mother,—preference in awarding the scholarship to be given to a woman student.

CLASS SCHOLARSHIP—Endowed by the Class of 1887, descendants of members of the class to have the preference, when possible, in the benefits from the scholarship.

ARTHUR SEWALL WHITEHOUSE SCHOLARSHIP—Endowed by the Class of 1875, in memory of their scholarly and beloved classmate, born August 25, 1853, died February 18, 1874.

CHARLES E. MOODY SCHOLARSHIP—Endowed by his sister, the late Frances S. Moody.

JOHN P. HILTON SCHOLARSHIP—Endowed by the late Mrs. Mary Hilton of Cambridge, Mass., in memory of her husband.

CLARA B. PERKINS SCHOLARSHIP—Endowed by the late Benjamin F. Perkins, of Bristol, N. H., in memory of his daughter.

LUCIA SPRING SCHOLARSHIPS—Five scholarships endowed by Miss Mary Isabella Corning, of East Hartford, Conn., in memory of her aunt, Miss Lucia Spring. These scholarships are primarily available for young women, but may be assigned to young men.

HERBERT L. BRADFORD SCHOLARSHIP—Endowed by his parents,

Roscoe S. and Asenath J. Bradford, in memory of their son, Herbert Loring Bradford, who died in 1883 during the first term of his Freshman year at Bates,—for the benefit of a deserving young man.

HELEN HINKLEY SCHOLARSHIP—Endowed by the late Miss Helen Hinkley of Augusta, Maine, the preference, when possible, to be given some student from the Free Baptist Church in Augusta.

BEAL SCHOLARSHIP—Endowed by the late Mrs. Lurenda E. Beal in memory of her children, Alice Beal and Parker Beal, who were graduated from Bates College in 1891.

THOMAS MARTIN SCHOLARSHIP—Endowed by the wife and children of the late Thomas Martin, for years an honored Trustee of Bates.

WASHINGTON LAFAYETTE COOPER SCHOLARSHIP—Endowed by Mrs. Sarah D. Cooper, of New York, in memory of her husband.

MARY RHODA EMERY SCHOLARSHIP—Endowed by the late Mrs. Ella Rhoda Emery in memory of her daughter, for the benefit of a deserving woman student.

GRENVILLE PIKE EMERY SCHOLARSHIP—Endowed by Grenville C. Emery, Bates '68, in memory of his son, for the benefit of a worthy young man.

THE KNOWLTON SCHOLARSHIPS—The late Hon. Hiram Knowlton of Portland, Maine, deposited with the Treasurer of the College \$3,000, the income of which sum is to be used, when under the stipulated conditions it shall become available, for the maintenance of the following scholarships:

*William and Mary Knowlton Scholarship*—To perpetuate the names of his parents.

*Sabrina Wood Knowlton Scholarship*—To perpetuate the name of his wife.

*William James Knowlton Scholarship*—To perpetuate the name of his son.

WEBER SCHOLARSHIPS—The Trustees, under the will of the late Frederick E. Weber of Boston, Mass., have been given five thousand dollars for the maintenance of Weber Scholarships, for the benefit of needy and deserving students at Bates College. It is a condition of the gift that one-half of the income shall be added to the principal year by year; and that the remaining half only shall be used for the support of said scholarships.

JOSEPH S. RICKER SCHOLARSHIP FUND—A fund of \$10,000, the income of which is distributed in equal sums among ten deserving women stu-



dents—the beneficiaries to be selected, whenever practicable, from different counties in Maine.

**BRADSTREET FUND**—The late William W. Bradstreet of Gardiner, Me., established a Trust Fund of \$2,000, the income of which is to be used for the benefit of deserving students, under the direction of the President of the College, and in accordance with certain conditions specified in the trust.

**COE SCHOLARSHIP**—A scholarship of \$3,000, endowed by Thomas Upham Coe, of Bangor, in memory of his brother, Eben Smith Coe. The income is awarded annually to the man in the Senior Class whose scholarship and conduct, during the previous three years of the course, have been the most meritorious. The award is made at the close of the Junior year.

**DANA ESTES SCHOLARSHIP**—A permanent scholarship of \$2,500, endowed by the late Dana Estes, A. M., of Boston, the income to be awarded annually to some needy and deserving student.

**HENRIETTA G. FITZ SCHOLARSHIP**—A scholarship of \$1,500, endowed by Mrs. Henrietta G. Fitz, of Boston, the income to be awarded annually to some worthy graduate of Proctor Academy, Andover, N. H.

**JOHN BARTLETT KEZAR SCHOLARSHIP**—A scholarship of \$2,000 endowed by Mrs. Nancy M. H. Kazar, of San Francisco, in memory of her son. In awarding this scholarship preference is to be given to a deserving student from Turner, Me.

**NANCY CHASE EDGECOMB FUND**—Since the suspension in 1908 of Cobb Divinity School as a Department of Bates College and the incorporation of certain of its courses with the work of the College there has been available “for and toward the maintenance and education” in the institution of “young men who are or who may be preparing themselves to preach the Gospel of Christ” and to engage in other kinds of Christian service, “and who need and who may need aid,” the income of the Nancy Chase Edgcomb Fund. The amount of this income is at present about \$740 annually. It is distributed by the Committee on Scholarships under the conditions above stated.

**STUDENT LOAN FUNDS**—From the estate of the late Mellen Bray, formerly of Newton, Mass., the College has received \$4,000 to constitute “The Mellen Bray Student Loan Fund.” From John W. Farwell, of Boston, the College has received \$2,000 to constitute “The Lorenzo Gilman Howe Student Loan Fund.” The income of the above funds may be loaned at the discretion of the President of the College to needy and worthy students.



To be eligible for Scholarships, students must maintain an average rank in their College studies of 85 per cent. To be eligible for any other form of Student Aid, applicants must maintain an average rank in their College studies of 70 per cent., if Freshmen, and of 75 per cent., if Sophomores, Juniors, or Seniors. Applicants for Student Aid of any kind must be of good character, must totally abstain from the use of intoxicants and of tobacco, must be economical in all their expenditures and obedient to all College laws and regulations, and must furnish annually a correct statement of income and expenses.

Applications for aid, except from new students, must be filled out on blanks furnished for the purpose and returned to the President's office by June 1, each year. New students will be furnished, upon application, with appropriate blanks. These must be filled out and returned to the President's Office by October 15.

### THE RHODES SCHOLARSHIP

It is probable that no modern bequest for education has attracted such world-wide attention as have the provisions of the will of the late Cecil Rhodes relating to the establishment of scholarships in the University of Oxford. Under this bequest one scholarship is appropriated to the universities or colleges in each state of the United States. Each scholarship has a yearly value of \$1,500, and is tenable for three years.

"In the election of a student to a scholarship, regard shall be had to (1) his literary and scholastic attainments, (2) his fondness for and success in manly outdoor sports, such as cricket, football, and the like, (3) his qualities of manhood, truth, courage, devotion to duty, sympathy for, and protection of, the weak, kindliness, unselfishness and fellowship, and (4) his exhibition during school-days of moral force of character, and of instincts to lead and to take an interest in his schoolmates."

Scholars are elected from thirty-two states each year. For this purpose the forty-eight states have been divided into three groups (A, B and C) of sixteen each. For the year 1917 scholars will be elected from groups A and C; for 1918 from groups B and C; for 1919 from A and B, and subsequently in the same order during each three-year cycle. The State of Maine is in group A. For the convenience of candidates, the qualifying examination will be held in the month of October each year in each state, at centers to be fixed by the local Committee of Selection. Thus candidates may take the examination in any year and, if they pass, offer themselves for election in any subsequent year without further examination, provided they satisfy the other conditions of eligibility.

A candidate must be a citizen of the United States, must be unmarried, must be not younger than 19 nor older than 25 years of age on October first of the year for which he is elected, and must by that date have completed at least his Sophomore year at some recognized degree-granting university or college of the United States. Candidates may take the qualifying examination at any center, and they may elect whether they will apply for the scholarship of the state in which they have acquired any large part of their education, or for that of the state in which they have their home.

Scholars are selected from candidates who have passed the qualifying examination. Papers are set in Latin, Greek and Mathematics. All answer papers are forwarded to Oxford, and from the list of those who pass, the Committee of Selection, under the authority of the Trustees of the Rhodes will, nominate the scholar. Only those candidates who have passed in at least Latin and Mathematics are eligible for a scholarship. By a subsequent provision it is possible to postpone the examination in Greek until reaching Oxford.

Bates men who have been Rhodes Scholars are: Wayne Clark Jordan, '06; Charles Russell Clason, '11.

In Maine the qualifying examination is held at the State House, Augusta. Inquiries should be addressed to the State Superintendent of Public Instruction, Augusta, Maine.

# PRIZES

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## FIRST—FOR GENERAL SCHOLARSHIP

To a young man and to a young woman of the Junior Class, prizes of TEN DOLLARS each.

To a young man and to a young woman of the Sophomore Class, prizes of EIGHT DOLLARS each.

To a young man and to a young woman of the Freshman Class, prizes of SIX DOLLARS each.

## SECOND—FOR EXCELLENCE IN DECLAMATION

In the Second Semester—To a young man and to a young woman of the Freshman Class, prizes of TEN DOLLARS each.

In the First Semester—To a young man and to a young woman of the Sophomore Class, prizes of TEN DOLLARS each.

Senior Exhibition—By means of a fund established in June, 1911, by Judge Oren Nelson Hilton, Bates 1871, of Denver, Colorado, a prize of THIRTY DOLLARS is available for the Senior whose part shall show the greatest excellence in thought, style, and delivery.

Commencement Week—To members of the Junior Class, one prize of SEVENTY-FIVE DOLLARS and one prize of TWENTY DOLLARS for original declamation.

## THIRD—FOR EXCELLENCE IN ENGLISH COMPOSITION

In the Second Semester—To a member of the Sophomore Class, a prize of TEN DOLLARS.

## FOURTH—FOR PRESCRIBED COURSES IN READING

At the close of the year a prize of TWENTY DOLLARS is presented to the member of the Freshman Class giving evidence of having obtained the best results from a prescribed course in reading.

## FIFTH—FOR EXCELLENCE IN GREEK

At the close of the first semester a prize of TEN DOLLARS each is presented by Rev. W. Bertrand Stevens, of New York City, to the young

man in the Freshman Class, and to the young woman in the Freshman Class, who have done the best work in Greek.

#### SIXTH—FOR EXCELLENCE IN LATIN

At the close of the second semester a prize of TEN DOLLARS is presented by Daniel R. Hodgdon, of the class of 1908, to the student in the Junior Class who has done the best work in Latin.

#### SEVENTH—FOR EXCELLENCE IN PUBLIC DEBATE

Second Semester—To a member of each division of the Sophomore Class, a prize of TEN DOLLARS.

Second Semester—The Champion Debate—Prizes amounting to TWENTY-FIVE DOLLARS; ten dollars for the best debate, and fifteen dollars to the best team. Six are chosen from the Sophomore Class to compete for these prizes.

Hon. F. M. Drew awards annually gold medals to men who win inter-collegiate debates.

#### EIGHTH—THE BRYANT PRIZE

Through the generosity of Mr. W. H. H. Bryant of Boston, Mass., a prize of FIFTY DOLLARS will be awarded annually to the member of the Senior Class who shall prepare the best essay upon "Arbitration instead of War."

#### PRIZES FOR 1915-1916

For the past year the prizes have been awarded as follows:

For General Scholarship—Arthur L. Purinton, D. Aileen Lougee, '17; Edward B. Moulton, Esther Phillips, '18; Cecil T. Holmes, Dorothy C. Haskell, '19.

For Public Declamation in 1916—Freshman, Albert F. Dolloff, Ada B. Kennan; Sophomores, Paul S. Baldwin, Vida E. Stevens.

For Original Declamation, 1916—Perley W. Lane, Arthur A. Dyer.

For English Composition—Stanley W. Spratt, '18.

For Excellence in Greek—John G. P. Sherburne, Dorothy C. Haskell, '19.

For Excellence in Latin—D. Aileen Lougee, '17.

For Champion Debates, 1916—F. Brooks Quimby; best team: Ralph W. George, F. Brooks Quimby, Lewis W. Witham; Genevieve B. McCann; best team: C. Blanche Ballard, Beatrice G. Burr, Martha E. Drake.

The Bryant Prize, 1916—Harold W. Buker.

The Coe Scholarship, 1916 (see p. 141)—Arthur L. Purinton, '17.

In the Intercollegiate Debate with Tufts College, the winning team consisted of Charles C. Chayer, '17, Arthur L. Purinton, '17, Mervin L. Ames, '19.

In the Intercollegiate Debate with Clark College the losing team consisted of Arthur A. Dyer, '17, F. Brooks Quimby, '18, Don H. Stimpson, '18.

The members of the winning team received the F. M. Drew medals.

For special proficiency in the work of any department, a student may receive an honorary appointment as assistant in that work. Such appointments for the present year are as follows: Argumentation, Theodore E. Bacon, Elinor Newman; Biology, Douglas M. Gay; Chemistry, Waldo R. Caverly, Smith B. Hopkins, George W. House, Laurence O. Thompson, Donald B. Stevens; Education, Elinor Newman; English, C. Blanche Ballard, Beatrice G. Burr, Ralph W. George; Geology, Theodore E. Bacon, Hazel V. Campbell, Herbert E. Hinton, Alice E. Lawry; History, Ida B. Paine; Latin, Ellen M. Aikins, D. Aileen Lougee; Mathematics, S. Lester Duffett, Stanley W. Spratt, E. Kenneth Wilson, Karl S. Woodcock; Oratory, Mary L. Cleaves, Perley W. Lane; Physics, William Allen.

The staff of the *Bates Student* for 1917 is as follows: Editor-in-chief, F. Brooks Quimby; News department—Editors, Donald W. Davis, Beatrice G. Burr, Julian D. Coleman, Edward B. Moulton, Blanche L. Wright, Marion F. Lewis, Mervin L. Ames, Cecil T. Holmes, Newton W. Larkum; Magazine department—Literary editor, Evelyn M. Hussey; Editors, Ruth E. Dresser, Floyd W. Norton, Faith J. Fairfield, Paul S. Baldwin; Business department—Manager, Richard F. Garland; Assistant managers, Wendell A. Harmon, Sanford L. Swasey.

# STUDENTS

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## SENIORS

<i>Name</i>	<i>Residence</i>	<i>Room</i>
Ackley, Marie Vesta	Bowdoinham	120 Holland St.
Allen, William	Lisbon Center	P. H.
Bacon, Theodore Eaton	New Hampton, N. H.	R. W. H.
Bennett, Ethel May	Sanford	C. H.
Berry, Grace Elizabeth	Alton, N. H.	R. H.
Burnett, Agnes Esther	Milford, N. H.	R. H.
Bush, Alton Williams	Athens	P. H.
Campbell, Hazel Violet	Port Jervis, N. Y.	R. H.
Capen, Ruth	East Boothbay	32 Frye St.
Caverly, Waldo Reed	Exeter	P. H.
Chandler, Sara Archer	New Gloucester	R. H.
Chayer, Charles Cleveland	Lyndon, Vt.	R. W. H.
Chayer, Ethel	Lewiston	53 Park St.
Clark, Ella Gertrude	Norway	W. H.
Cleaves, Mary Lawrence	North Yarmouth	C. H.
Coady, Conrad George	Patten	P. H.
Connors, Edward Harold	Gardiner	P. H.
Davis, Sumner Mills	South Paris	P. H.
DeWever, James	Portland	P. H.
Dresser, Burtra Beryl	Lewiston	R. H.
Dunlap, Genevieve	Bowdoinham	C. H.
Dyer, Arthur Alfred	Washington, D. C.	P. H.
Elwell, Ernest Albert	Lewiston	P. H.
Fales, Elton Horace	Lewiston	272 Sabattus St.
Farnsworth, Julia	Jonesport	R. H.
Fiske, Roger Baxter	Topsfield, Mass.	P. H.
French, Hariett Stevens	Auburn	123 Winter St., Auburn
Gay, Douglas Merrill	East Granby, Conn.	P. H.
Green, Esther Marie	Vinalhaven	C. H.
Green, George Ellison	Lisbon Falls	P. H.
Greene, Robert Alvan	Vinalhaven	P. H.
Gregg, Lottie Pertis	Fort Fairfield	327 Main St.



<i>Name</i>	<i>Residence</i>	<i>Room</i>
Hatch, Clarence Randolph	Plymouth, N. H.	P. H.
Hinton, Herbert Ernest	Lewiston	R. W. H.
Hopkins, Smith Burns	Vinalhaven	R. W. H.
House, George Webster	Lincoln	R. W. H.
Jameson, Pauline Fuller	Colebrook, N. H.	R. H.
Lawry, Alice Evelyn	Vinalhaven	C. H.
Lewis, Ruth Lincoln	Bridgton	R. H.
Lougee, Dora Aileen	Lewiston	141 Nichols St.
McCann, Julia Peables	Auburn	122 Goff St., Auburn
MacDonald, Frank Edward	Uxbridge, Mass.	P. H.
MacDonald, Irene Keeler	Portland	C. H.
Manchester, Evelyn May	Northeast Harbor	R. H.
Mills, Elmer Haskell	Harrison	P. H.
Millsbaugh, Ruth	Port Jervis, N. Y.	R. H.
Mitchell, Helen Staples	Buckfield	R. H.
Moody, Ruth	Wells	R. H.
Murray, Francis Dennis	Franklin, Mass.	P. H.
Nelson, Laura Augusta	Mechanic Falls	Mechanic Falls
Newman, Elinor	Augusta	R. H.
Oakman, Walter Frank	North Marshfield, Mass.	P. H.
Paine, Ida Bess	Lisbon Falls	250 College St.
Peables, Bernard Laurence	Auburn	7 High St., Auburn
Pedbereznak, Joseph Andrew	Ansonia, Conn.	P. H.
Purinton, Arthur Leonard	Lewiston	36 Mountain Ave.
Purinton, Roland Earle	Bowdoinham	P. H.
Rollins, Ruth Elizabeth	Lewiston	160 Ash St.
Sawyer, Reba May	Edmeston, N. Y.	R. H.
Sceles, Eleanor Garland	Portland	C. H.
Seavey, Hazel Linnie	Calais	C. H.
Sherman, John Lester	Providence, R. I.	P. H.
Skinner, Ruth Angela	Candia, N. H.	R. H.
Slade, Milton Arthur	West Medford, Mass.	P. H.
Smith, Celia Frances	Hallowell	C. H.
Stone, Carl Raymond	Lisbon Falls	P. H.
Sturgis, Ruth Leighton	Portland	R. H.
Thompson, Laurence Oran	Wales	P. H.
Turner, Adin Sharon	Jefferson	R. W. H.
Upham, Ernest Francis	Spencer, Mass.	R. W. H.
Webb, Philip Raymond	Portland	P. H.

<i>Name</i>	<i>Residence</i>	<i>Room</i>
White, Mary Alma	Topsham	120 College St.
Wiggin, Morton Hayes	East Barrington, N. H.	P. H.
Wills, Esther Gertrude	Lewiston	143 Horton St.
Wilson, Edward Kenneth	Bowdoinham	P. H.

## JUNIORS

Aikins, Ellen May	South Windham	16 Frye St.
+ Baker, Lewis Albert	Kennebunkport	P. H.
Ballard, Cora Blanche	Fryeburg	R. H.
Barrow, Birtill Thomas	Boston, Mass.	P. H.
Barton, Dorothy Perry	Auburn 46 Western Ave., Auburn	
<del>Blackington, Frank Henry</del>	<del>Chester Depot, Vt.</del>	<del>P. H.</del>
Boothby, Helena Mae	Clinton	26 Webster St.
+ Boutelle, Horace Reginald	Amherst, N. H.	P. H.
Brewer, Annie May	Freeport	C. H.
Burr, Beatrice Goulding	Springvale	R. H.
Canfield, Herbert William	Groveton, N. H.	R. W. H.
*Chamberlain, Frank Edward	Portland	
Chapman, Ruth Mowry	Shelburne Falls, Mass.	R. H.
Clark, Helen Salome	Bolster's Mills	R. H.
Clifford, Stephen Parsons	South Paris	P. H.
Coleman, Julian Dorster	Saylesville, R. I.	P. H.
+ Creelman, Fred Norman	Suffield, Conn.	P. H.
<del>Crocker, Homer Elbridge</del>	<del>Bryant Pond</del>	<del>P. H.</del>
Cunningham, Frank	Sherman	P. H.
Currier, George Franklin	Dexter	P. H.
Currier, Vina Judith	Dexter	C. H.
+ Davidson, William Joseph	Gardiner	P. H.
Davis, Donald Walter	Auburn	P. H.
DeWolfe, Hilda Hazel	Medford, Mass.	R. H.
DeWolfe, Waldo Emerson	Medford, Mass.	R. W. H.
Drake, Martha Emma	Pittsfield	R. H.
Dresser, Ruth Elinor	Berlin, N. H.	R. H.
Duffett, Simeon Lester	Framingham, Mass	P. H.
Duncan, George James	Gardiner	P. H.
+ Dyer, Robert Jean	Buckfield	P. H.

\*Absent during the year.

<i>Name</i>	<i>Residence</i>	<i>Room</i>
Edgecomb, Charles Freeman	South Limington	R. W. H.
Emerson, Irma Hazeldean	Auburn 103 Davis St., Auburn	
Faller, Ruth Mathilda	Thomaston, Conn.	C. H.
Findlen, Mabel Catherine	Fort Fairfield 426 Turner St., Auburn	
*Fish, Freda	Turner Center	
Fitts, Clara Emma	Hampstead, N. H.	M. H.
Fogg, Marion Bernice	Portland 166 Blake St.	
Fowler, Roy Ulrich	Millinocket	P. H.
Garland, Richard Foss	Portland	P. H.
George, Ralph William	Rockland	R. W. H.
Googins, Frank James	Portland	P. H.
<del>Gould, Clarence Nelson</del>	<del>Turner Center</del>	<del>P. H.</del>
Gould, Ralph Bernard	Wilton	P. H.
Graham, Agnes Woolley	South Bridgton 20 Cottage St.	
Green, Joseph Arthur	Lisbon Falls	P. H.
<del>Grover, Merle Fred</del>	<del>Garland</del>	<del>P. H.</del>
Haggett, Ethel Mae	Auburn 92 Tenth St., Auburn	
Haines, Alfred James	Newark, N. J.	R. W. H.
Harvey, Alice Myrtle	Foxcroft	R. H.
Haskell, Alfreda Maria	Oxford	R. H.
Haskell, Doris Marion	Augusta	R. H.
Hobbs, Walden Porter	Allston, Mass.	P. H.
Holmes, Fred	Center Barnstead, N. H.	R. W. H.
Hopkins, Donald Wheeler	Greenfield, N. H.	P. H.
Hussey, Evelyn May	Leominster, Mass.	R. H.
Hussey, Mary Elizabeth	Manchester, N. H.	R. H.
Ingersoll, Doris Faye	Cumberland Mills	R. H.
<del>Irish, Burton Walter</del>	<del>Turner</del>	<del>P. H.</del>
Jacobs, Mary Hawes	Portland 145 Nichols St.	
Judkins, Carol Ellen	Lisbon	Lisbon
Junkins, Mildred Bell	Gowanda, N. Y.	R. H.
Kempton, Donald Eugene	Haverhill, Mass.	R. W. H.
Kennedy, Frank Edward	Walpole, Mass.	P. H.
*Kennison, Paul Hartwell	Brownville	
Kneeland, Dexter	Lincoln	H. H.
Knight, Elton Edgecomb	Turner Center	R. W. H.
Knowles, Sylvester Bishop	Lubec	P. H.
<del>Lane, Perley Wise</del>	<del>Milford, Mass.</del>	<del>P. H.</del>

\*Absent during the year

<i>Name</i>	<i>Residence</i>	<i>Room</i>
X Lawrence, William Fuller	Leominster, Mass.	P. H.
Leathers, Annie Lilian	Lewiston	247 College St.
Libby, Mabel Lois	Auburn	30 Lake Auburn Ave., Auburn
Losier, Amy Alice	Oxford	C. H.
McCann, Genevieve Beatrice	Portland	R. H.
McIntire, Myrtle Mildred	Fryeburg	R. H.
McKeen, John Henry	West Paris	J. B. H.
Malouf, Naseeb Mahfoud	Boston, Mass.	R. W. H.
Mansfield, Laura Helen	Jonesport	R. H.
Manter, Keturah Houghton	Anson	M. H.
Moore, Nellie Ladd	Madison	R. H.
<del>Moreau, Emily Dionne</del>	<del>Presque Isle</del>	C. H.
Moulton, Edward Bailey	Auburn	P. H.
X Neville, John Thomas	Malden, Mass.	P. H.
X Norton, Floyd Wilson	Cumberland Center	P. H.
Oakes, Marjorie Grace	Rangeley	R. H.
<del>Oliver, Chester Bradford</del>	<del>Poland</del>	P. H.
*Packard, Charles Earl	Carmel	
*Peacock, Elsie Arlene	Gardiner	
<del>Pondelow, George Thorpe</del>	<del>Ansonia, Conn.</del>	P. H.
* <del>Peterson, Edwin Thomas</del>	<del>Dorchester, Mass.</del>	
Phillips, Esther	Helmetta, N. J.	C. H.
Quackenbush, Dyke Lewis	Natick, Mass.	P. H.
Quimby, Frank Brooks	North Turner	R. W. H.
Randall, Agnes Muriel	Berwick	R. H.
Reed, Payson Hollis	West Dresden	P. H.
Renwick, Earl Bingham	Dorchester, Mass.	R. W. H.
Robinson, Inez Margaret	Island Falls	R. H.
Ross, Robert Lawrence	Biddeford	R. W. H.
* Ryerson, Stanley Moulton	Auburn	147 Lake St., Auburn
Schafer, Miriam Lucile	Kingfield	518 Main St.
Shattuck, James Pascal	Andover, Mass.	P. H.
Shibles, Madeliene Marieta	Rockport	R. H.
Smith, Ruth Etta	Bridgton	M. H.
<del>Stettbacher, Henry John</del>	<del>Ansonia, Conn.</del>	P. H.
Stevens, Donald Bartlett	West Somerville, Mass.	P. H.
Stinson, Mark Emery	East Boothbay	P. H.
* <del>Stimpson, Don Hallowell</del>	<del>Patten</del>	

\*Absent during the year.

<i>Name</i>	<i>Residence</i>	<i>Room</i>
Strout, Harold Arthur	Auburn	14 Pine St., Auburn
Sullivan, James Herbert	Houlton	P. H.
Swett, Donald Benjamin	Grasmere, N. H.	P. H.
Taylor, Harold Everett	Camden, N. J.	P. H.
Thompson, Amy Adwyna	Biddeford	11 Mountain Ave.
Thurston, Cecil Alancey	Pittsfield	P. H.
Tinker, Mildred Stanley	Auburn	102 Spring St., Auburn
Townsend, Myron Thomas	Hallowell	P. H.
True, Frances Hazel	New Portland	R. H.
Wheeler, Mildred Gladys	Lewiston	5 Shawmut St.
White, Marjorie	Newport	R. H.
White, Merton Curtis	Jonesport	P. H.
Williston, Edward Bradford	Phillipsburg, N. J.	R. W. H.
Witham, Lewis Winfield	Biddeford	R. W. H.
Woodcock, Karl Stanley	Thomaston	R. W. H.
Wright, Blanche Leavitt	Milford, N. H.	R. H.

## SOPHOMORES

Acoff, Israel Zelig	Foxboro, Mass.	103 College St.
Adam, Albert Conrad	Hanover, Germany	P. H.
Adams, Edwin Wentworth	Auburn	22 Vernon St., Auburn
Aikins, Lincoln James	South Windham	P. H.
Alkazin, David Yoseph	Old Orchard	P. H.
* Ames, Mervin Lloyd	Pittsfield	P. H.
* Baldwin, Paul Squires	Stafford Springs, Conn.	R. W. H.
Blaisdell, Alma Swartz	Lewiston	15 Webster St.
Blaisdell, Raymond Ward	East Franklin	R. W. H.
Boober, Raleigh Barton	Lee	P. H.
* <del>Brown, George Irving</del>	<del>Auburn</del>	
Bryant, Herman Adelbert	South Paris	R. W. H.
Campbell, Roy Jones	Sabattus	Sabattus
Canter, Benjamin Myer	Gardiner	P. H.
Chappell, Anne May Jordan	Saco	M. H.
Christensen, Abbie Cecelia	Bangor	M. H.
Coates, Ralph Porter	Easthampton, Mass.	P. H.
Cummings, Ruth Anne	Belgrade	M. H.

\*Absent during the year

<i>Name</i>	<i>Residence</i>	<i>Room</i>
Dean, John Josiah	Sutton, Vt.	R. W. H.
Doe, Arthur Whittier	Deerfield Center, N. H.	327 Main St.
+ Dolloff, Albert Franklin	New Hampton, N. H.	R. W. H.
* <del>Driske, Frank Eugene</del>	<del>Columbia Falls</del>	
Drown, Julia Helen	Sanford	M. H.
Drury, Clinton Arthur	East Haverhill, N. H.	P. H.
DuBourdieu, Marion	Dexter	M. H.
Dunnells, Marion Clifford	Cornish	M. H.
Elwell, Clarence Alton	West Buxton	P. H.
<del>Fairfield, Faith Janet</del>	<del>Littleton, Mass.</del>	<del>M. H.</del>
Farnham, Arloene	Auburn	Auburn
Fujimoto, Tadashi	Chicago, Ill.	P. H.
Garcelon, Frances	Lewiston	524 Main St.
Gleave, Harold Webster	Whitefield, N. H.	P. H.
+ Goodwin, Virgil Herbert	Lincoln	Elm House, Auburn
Gould, Barbara Pressey	Plymouth, N. H.	M. H.
Gould, Stephen Philip	Rockland	R. W. H.
Graves, Dora Frances	Exeter, N. H.	M. H.
+ Greene, Eleanor Berenice	Vinalhaven	W. H.
Gregory, Charles Alfred	Franklin, Mass.	P. H.
Hall, James Haviland Smith	New Rochelle, N. Y.	Gymnasium
* <del>Hall, Harry Thomas</del>	<del>Buckfield</del>	
Hall, Mary King	Buckfield	151 Nichols St.
Hamlen, Charles Elmer	Lewiston	142 Wood St.
Harmon, Wendell Algernon	Worcester, Mass.	P. H.
Hartshorn, Gladys Emily	Milford, N. H.	R. H.
Haskell, Ada Louise	Auburn	55 Winter St., Auburn
Haskell, Dorothy Clement	Gloucester, Mass.	M. H.
Hayes, Eleanor Howland	Walnut Hill	R. H.
Hodgdon, Leonora Franke	Orland	M. H.
Hodgdon, Mary Hobbs	Rochester, N. H.	M. H.
Holmes, Cecil Thomas	Sangerville	R. W. H.
Holmes, Gladys Elizabeth	Wolfeboro, N. H.	M. H.
Hutchins, Hazel Emma	Portland	340 College St.
Jones, Sarah Evelyn	Winchendon, Mass.	R. H.
Jordan, Margaret Bradford	Auburn	91 Pleasant St., Auburn
+ Jordan, Robert	Woodfords	R. W. H.
+ Keirstead, Edith Sophia	Winnepesaukee, N. H.	143 Wood St.

\*Absent during the year.



<i>Name</i>	<i>Residence</i>	<i>Room</i>
*→ Keirstead, Mary Georgianna	Winnepesaukee, N. H.	247 College St.
→ Kendall, Raymond Leon	Gardiner	P. H.
<del>Kennan, Ada Bell</del>	<del>Pittsfield</del>	M. H.
→ Lane, Willis Linwood	Richmond	P. H.
→ Larkum, Newton Wheeler	Hartford, Conn.	J. B. H.
→ Lawson, Evangeline Baldwin	North Ashford, Conn.	483 Main St.
→ Lawson, George McLean	Middle Haddam, Conn.	R. W. H.
→ Lee, Harold Gordon	Ashland	P. H.
→ Lewis, Marion Frances	South Easton, Mass.	M. H.
* Logan, Gladys Lillian	South Portland	
→ Lowell, William Arthur	East Bridgewater, Mass.	43 Webster St.
*→ McCallister, Ruth	Rochester, N. H.	M. H.
<del>McCarthy, Gordon Wallace</del>	<del>Port Jervis, N. Y.</del>	<del>P. H.</del>
→ Markley, Lucy Whitney	Hightstown, N. J.	161 Wood St.
→ Marston, Barbara Hall	Auburn	124 Winter St., Auburn
→ Martin, Mary Anna	Franklin, Mass.	R. H.
→ Maxim, Horace Charles	Pittsfield	P. H.
→ Mayoh, Charles Percy	Pawtucket, R. I.	151 Nichols St.
→ Millay, Ida Caroline	Bowdoinham	R. H.
→ Milliken, Vera Louise	Old Orchard	M. H.
→ Morse, Amos Clifton	Newburyport, Mass.	P. H.
*→ Neely, James	Roxbury, Mass.	J. B. H.
*→ Neville, William Maurice	Malden, Mass.	P. H.
→ Newcomer, Mary Louise	Harper's Ferry, West Va.	112 Wood St.
→ Oberg, Carl Alvard	Worcester, Mass.	P. H.
→ O'Donnell, Eugene Edward	West Lubec	48 Highland Ave., Auburn
→ Paul, Lila Helena	Auburn	327 Court St., Auburn
→ Phelan, Martin Goulding	Sabattus	Sabattus
→ Place, Carrie Myrtle	Fall River, Mass.	M. H.
→ Potts, Harry Leavitt	Lynn, Mass.	R. W. H.
→ Powers, John Howard	Machias	P. H.
→ Purinton, Edwin Moore	Lewiston	36 Mountain Ave.
→ Sampson, Verdal Manley	Lewiston	10 Arch Ave.
→ Schafer, Reginald Mann	Kingfield	518 Main St.
→ Severence, Ruth May	Saco	R. H.
→ Shapleigh, Doris Millicent	East Rochester, N. H.	R. H.
*→ Sherburne, John Gage Pickard	Hallowell	R. W. H.
→ Sherer, Eva Louise	Rockland	M. H.

\*Absent during the year.

<i>Name</i>	<i>Residence</i>	<i>Room</i>
<del>*Sherman, Kilburn Oscar</del>	<del>Boothbay Harbor</del>	
Skelton, Gladys Winifred	West Somerville, Mass.	R. H.
Small, Maurice Lee	Lewiston	240 College St.
Smith, Blanche Mirinda	Springvale	M. H.
Smith, Mary Imogene	Sanford	M. H.
Snowe, Aubrey Emmons	Litchfield	P. H.
<del>Spratt, Stanley Ward</del>	<del>Woonsocket, R. I.</del>	<del>P. H.</del>
* Sprowl, Nancie May	Jefferson	250 College St.
* Steady, Kenneth Ralph	Berlin, N. H.	P. H.
Stetson, Gladys	Auburn 37 Highland Ave., Auburn	
Stevens, Vida Edwina	Stoneham, Mass.	M. H.
Stillman, Harold Lewis	Saco	P. H.
Stoehr, Theresa	Sabattus	Sabattus
Stone, Frank Goodwin	Lisbon Falls	P. H.
Swasey, Sanford Lewis	Lincoln	P. H.
Swift, David Brewster	Marshfield, Mass.	P. H.
Talbot, Philip John	Gardiner	P. H.
Tarbell, Arthur Elwood	Pittsfield	142 Wood St.
Tarbell, Carolyn Elizabeth	South Lyndeborough, N. H.	M. H.
Tash, Lillian Harriet	Lewiston	Lisbon Road
<del>Taylor, Hazen Stanley</del>	<del>Deer Isle</del>	<del>P. H.</del>
Thibodeau, Charles Raymond	Moultonborough, N. H.	P. H.
Tilton, Paul Josiah	Raymond, N. H.	R. W. H.
Tracy, Helen Cecilia	Lewiston	14 Bridge St.
<del>*Tupper, Asa Duley</del>	<del>Boothbay Harbor</del>	
? Varney, Edward Chesley	Milton, N. H.	P. H.
Varney, Evelyn Mildred	Dover, N. H.	M. H.
? Wade, Laforest Edwin	<del>Lewiston</del>	28 Davis St.
<del>Watkins, Charles Alfred Nathan</del>	<del>Salmon Falls, N. H.</del>	<del>P. H.</del>
Watson, Murray Howard	Auburn	26 Granite St., Auburn
Webster, Lillian Sarah	Wales	47 Winter St., Auburn
Weeks, Lina Cordelia	Frye	249 College St.
Wells, Irene Ruth	Brooklyn	M. H.
Williamson, Mary Phillips	Troy, N. Y.	18 White St.
Wolfe, Izetta Rae	Gloucester, Mass.	M. H.
Woodbury, Lillian Catherina	Gray	150 College St.
Wright, Ernestine Barker	Gardiner	M. H.

\*Absent during the year.

## FRESHMEN

<i>Name</i>	<i>Residence</i>	<i>Room</i>
? Ames, Lois White	Rockland, Mass.	W. H.
Arey, Evelyn Winifred	Vinalhaven	W. H.
✓ Baker, Guy Sanford	Halifax, Mass.	103 College St.
✓ Barrow, Ellis Dale	Boston, Mass.	J. B. H.
Barrus, Dorothy Patterson	Sutton, Mass.	W. H.
✓ Beckford, Arthur Courtenay	Danvers, Mass.	P. H.
✓ Blaisdell, Walter Halbert	Franklin	J. B. H.
Bonney, Ada Claire	Canton	10 Riverside St.
Bowman, Irene Melita	Lewiston	44 Summer St.
Bridges, Frank Lewis	Schenectady, N. Y.	
	21 Hampshire St., Auburn	
Buker, Gerald Holden	Hampton, N. H.	133 College St.
Burns, Ralph Arthur	Vinalhaven	J. B. H.
Castner, Earl Linwood	Richmond	J. B. H.
✓ Case, George Asbury	Lewiston	P. H.
✓ Churchill, Dorothy May	Milo	7 Mountain Ave.
✓ Clayter, Ruth Agnes	Camden	W. H.
Cobb, Clifford Roland	Poland	P. H.
Connor, William Joseph	Lewiston	125 Pierce St.
Coombs, John Dexter	Lisbon Falls	J. B. H.
Cox, Cora Alice	West Lubec	R. H.
Crawford, Helen Winslow	Lancaster, N. H.	W. H.
✓ Crockett, David	Auburn	85 Goff St., Auburn
✓ Crockett, Hattie Belle	Lisbon	7 White St.
Crowell, Dorothy Hastings	Franklin, Mass.	W. H.
✓ Cutler, Felix Vining	Medfield, Mass.	J. B. H.
✓ Davis, Carl Lorin	Jonesport	J. B. H.
✓ Drake, John Francis	Lewiston	10 Wood St.
✓ Duffett, Warren Alonzo	Framingham, Mass.	P. H.
✓ Dunlap, Annie Lillian	Richmond	W. H.
Dunn, Sherman William	Hallowell	P. H.
2 Durrell, Flora Edythe	Stratton	R. H.
2 Edward, Vivian Beryl	Berlin, N. H.	R. H.
Edwards, Ashley Field	South Paris	J. B. H.
Farrow, Merrill Arthur	West Brooksville	P. H.
2 Ferguson, Alice Pauline	Blackstone, Mass.	W. H.
✓ Fisher, Esther Emily	Lewiston	632 Main St.

<i>Name</i>	<i>Residence</i>	<i>Room</i>
Freedman, Louis Archie	Belfast	J. B. H.
Gadd, Edna Dorothy	Plymouth, N. H.	W. H.
Garrett, Ransome Joseph	Livermore Falls	44 Cottage St.
Gavet, Elizabeth Bard	Hartford, Conn.	W. H.
Goddard, Harvey Burton	Lewiston	316 Webster St.
Goodall, Grace Mildred	Thomaston, Conn.	W. H.
Gould, Bernard	Ansonia, Conn.	J. B. H.
Greene, Victor Nichols	Vinalhaven	P. H.
Gross, Leroy Calderwood	Vinalhaven	J. B. H.
Guptill, Philip Holmes	Deer Isle	J. B. H.
Haley, Mabel Vaughn	Sabattus	326 Main St.
Hamilton, Marjorie Louise	Caribou	R. H.
Hamilton, Mary Josephine	Lewiston	98 Walnut St.
<del>Hayes, Warren Raymond</del>	<del>Gardiner</del>	P. H.
Herrick, Laura Margaret	Leeds	R. H.
<del>Hodgdon, Grace Hilda</del>	<del>East Boothbay</del>	<del>W. H.</del>
Hodgdon, Pauline Brooks	East Boothbay	148 Nichols St.
<del>Huntress, Leon Melvin</del>	<del>Meredith, N. H.</del>	Elm House, Auburn
Ireland, Elwood Fremont	Lewiston	26 Mountain Ave.
<del>Jacobs, Charles Everett</del>	<del>Vassalboro</del>	J. B. H.
Jackson, Vernice Ruth	Lisbon Falls	6 White St.
Jenkins, William Gurney	Hartford, Conn.	J. B. H.
Johnson, Henry Dexter	Auburn	35 James St., Auburn
<del>Kennelly, James William</del>	<del>North Bellingham, Mass.</del>	P. H.
Keyes, Rudolph Howard	Marlboro, Mass.	J. B. H.
Kirschbaum, Charles Hunt	New Bedford, Mass.	J. B. H.
Lamson, Josie Emerson	Addison	W. H.
Lane, Eloise Frances	Hampton, N. H.	7 Mountain Ave.
<del>Langley, William Harold</del>	<del>Milton Mills, N. H.</del>	P. H.
Lucas, Arthur Fletcher	Auburn	12 Oak St., Auburn
Lundholm, Carl	Cliftondale, Mass.	J. B. H.
McKay, Shirley Ernest	Norway	134 College St.
McKenney, Harry Clifton	Gardiner	J. B. H.
McKown, Albert Cyrus	Boothbay Harbor	J. B. H.
Mason, Guy Vernon	Milford, N. H.	R. W. H.
Maxfield, Edith Rachel	Sangerville	W. H.
May, Arlene Stevens	Woodfords	W. H.
May, Harold James	Oneonta, N. Y.	J. B. H.
<del>Miller, Harold Ames</del>	<del>Portland</del>	<del>P. H.</del>

<i>Name</i>	<i>Residence</i>	<i>Room</i>
<del>Miller, Louis</del>	<del>Auburn</del>	81 Broad St., Auburn
Millett, Foster Maxwell	Lisbon	Lisbon
Moore, Priscilla	Lancaster, N. H.	W. H.
<del>Moulton, Ralph Chandler</del>	<del>Auburn</del>	J. B. H.
Moylan, Mary Gertrude	Port Jervis, N. Y.	W. H.
Murphy, Raymond Edward	Lewiston	38 Howe St.
O'Brien, Lillian May	Franklin, Mass.	W. H.
<del>Olson, Frederick Samuel</del>	<del>Norwell, Mass.</del>	J. B. H.
<del>Osborne, Laurence Delano</del>	<del>Rockland, Mass.</del>	J. B. H.
Page, Agnes Fowler	Lewiston	203 College St.
Paris, Annabel Harriet	Wolfeboro Falls, N. H.	W. H.
Perkins, Beatrice Louise	Farmington, N. H.	W. H.
Peterson, Myrtle Annie	Colebrook, N. H.	24 Frye St.
Philbrook, Laurence Weymouth	Auburn	117 Spring St., Auburn
<del>Pickett, Carleton Irving</del>	<del>Burrage, Mass.</del>	P. H.
Pierce, Elinor Shirley	Auburn	104 High St., Auburn
Pinkerton, Forest Raymond	Bowdoinham	J. B. H.
Ragan, Amy Fidelia	Pittsfield	15 White St.
Reed, Sara Willard	East Orange, N. J.	R. H.
Ribero, Edwin Francis	Franklin, Mass.	J. B. H.
Rice, Albion Ramsdell	West Lubec	J. B. H.
Ripley, Rachel Louise	Bucksport	W. H.
* Runnals, Lilla Beatrice	Foxcroft	73 Pine St.
Safford, Vera Blanche	Augusta	247 College St.
Sanders, Marion Gertrude	Dover, N. H.	W. H.
Sargent, Ida Louise	Newport, N. H.	W. H.
<del>Shanahan, Elizabeth Bernice</del>	<del>Brunswick</del>	15 Shepley St., Auburn
Small, Wesley Alton	Stonington	J. B. H.
Soule, Mildred Arlene	Rumford	W. H.
Stetson, Charles Benjamin	Richmond	J. B. H.
Symmes, Eva Bernice	Franklin, Mass.	145 Wood St.
Tackaberry, Sara Christina	Lewiston	322 Bates St.
Tapley, Roland William	Lewiston	161 Holland St.
Taylor, Ida Alice	Rumford	32 Orange St.
Thomas, Marjorie Etta	Sumner	166 College St.
Tracy, Leighton Goodwin	Skowhegan	R. W. H.
Tracy, Olin Berry	Skowhegan	R. W. H.
Trask, Ervin Elverton	Clinton	J. B. H.
Turner, Otto David	Jefferson	R. W. H.

<i>Name</i>	<i>Residence</i>	<i>Room</i>
Voigtlander, Oscar	Ansonia, Conn.	J. B. H.
Walton, Clarence Eldon	Madison	J. B. H.
? Ward, Lee Royce	Auburn	23 Pearl St., Auburn
Webber, George Albert	Lubec	P. H.
Wentzel, Elsie Viola	Livermore Falls	126 Wakefield St.
Wheeler, Marion Cook	Newtonville, Mass.	R. H.
Wiggin, Carleton Low	Sanford	J. B. H.
Wilder, Donald Gordon	Bolster's Mills	P. H.
Wilder, Milton Wyeth	Townsend, Mass.	J. B. H.
Wiley, David Milton	Solon	P. H.
Wilson, Lauris Rogers	Bowdoinham	J. B. H.
Winslow, Percy Raymond	West Falmouth	R. W. H.
Wood, Howard Douglas	Newcastle	174 Holland St.
Woodman, Stanton Howe	Portland	J. B. H.
Woodward, Evan Albro	Marlborough, Mass.	J. B. H.

## \*SPECIAL STUDENTS

<del>Adams, Sandy Robert</del>	Littleton, N. H.	J. B. H.
<del>Allen, Shirley Burbank</del>	Auburn	Auburn
Arata, William	Bar Harbor	151 Nichols St.
<del>Beliveau, Romeo Albert</del>	Lewiston	43 Pierce St.
<del>Berman, Edward</del>	Lewiston	39 Howard St.
Burgess, Kendall Bancroft	New Brighton, Pa.	J. B. H.
Davis, Alfred Dudley	Rockland	J. B. H.
<del>Doc, George Henry</del>	Deerfield Center, N. H.	327 Main St.
Gifford, George Gordon	West Tisbury, Mass.	J. B. H.
<del>Giguere, Eustache</del>	Lewiston	380 Canal St.
<del>Greenleaf, Verna Cleaves</del>	Auburn	121 Spring St., Auburn
<del>Hamilton, John Aloysius</del>	Portland	P. H.

\*In the sense the words are used at some colleges Bates admits no "special students." Students of good character who are prepared to do college work, may be permitted to make a special selection of courses under the direction of the Committee on Registration. All students who can do so are advised to matriculate for a degree, and no one will be allowed to use the privilege here offered for the purpose of securing a merely nominal connection with the College. Special students are subject to the same regulations regarding attendance and examinations as candidates for degrees, and must take not less than fifteen hours of class-room work per week. No special student will be allowed to continue more than two years in college.



<i>Name</i>	<i>Residence</i>	<i>Room</i>
<del>Handen, Joseph Avery</del>	Lewiston	142 Wood St.
<del>Haskell, Osgood</del>	Georgetown, Mass.	J. B. H.
<del>Hickey, John Edward</del>	Gardiner	J. B. H.
<del>Hupfer, Ralph William</del>	Easthampton, Mass.	J. B. H.
? Jenkins, Frank Lester Irving	Far Rockaway, N. Y.	J. B. H.
? Larson, George Wilhelm	Warehouse Point, Conn.	P. H.
? Miller, George Lewis	Easthampton, Mass.	J. B. H.
Millward, George Sanford	Woodfords	R. W. H.
(Mosher, James Earle) T	Belgrade	P. H.
Pasquale, Philip Bernard	Lewiston	53 Pettengill St.
(Sawyers, William Archibald) T	Westerly, R. I.	P. H.
<del>Smith, Maurice Preston</del>	Meredith Center, N. H.	P. H.
Smith, Otho Francis ?	West Franklin	P. H.
(Southey, Charles Lloyd) T	Riverside, R. I.	P. H.
? Stonier, James Edward	Gardiner	P. H.
? White, Harry Jones	Jonesport	P. H.
<del>Wisniewski, Robert James</del>	Lewiston	81 Pine St.

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H H—Hathorn Hall  
 R W H—Roger Williams Hall  
 P H—Parker Hall  
 J B H—John Bertram Hall

R H—Rand Hall  
 C H—Cheney House  
 M H—Milliken House  
 W H—Whittier House

# GRADUATES OF 1916

---

## BACHELOR OF ARTS

Adams, Mellen Vinton  
Benjamin, Esther Marguerite  
Benvie, Frank William  
Blaisdell, Joseph Everett  
Boothby, Richard Perkins  
Brackett, Vernon Kilby

(As of the Class of 1912)

Bradbury, Margie Miller  
Bridgham, Marion Frances  
Bryant, Agnes  
Buker, Harold Wilder  
Chapman, Annie Enola  
Clifford, Harold Burton  
Cummings, William Hiram  
Emerson, Aura Bell  
Farnham, Ruth Stevens  
Farris, Nancy Barbara  
Girouard, Marguerite Burke  
Goba, John  
Goff, Charles Sheldon  
Goodwin, Harry Samuel  
Googins, Mabel Gertrude  
Gray, Fred Clifton  
Gregory, Alma Frances  
Harding, Agnes Ellen  
Harriman, Irving Russell  
Harvey, Albert Burnham  
Hayden, Amy Gladys  
Hodnett, Mona Pearl  
Hood, Bernice Elva  
Hutchins, Marion Elizabeth  
Jewers, Sybil Isabel  
Johnson, Harriet Moses

Kane, Harlene Martha  
Keaney, Allan Jay  
Kelley, Sarah Hazel  
Keneston, Shelton Egbert  
King, Alice Gertrude  
Knowles, Eleanor Grace  
McCann, William Webster  
Marston, Elizabeth Farwell  
Merrill, Ralph Edward  
Mitchell, Hazel Alma  
Moor, Sarah Alice  
Morgridge, Ralph Vernard  
Mower, Gladys Louise  
Murphy, Maud Gladys  
Nelson, Florence Althea  
Nutting, Laurence Tracy  
O'Connell, Maurice Winthrop  
Parker, Albert Cushman  
Parker, Ruth Leah  
Pickard, Guy Allen  
Piper, Ethel Charlotte  
Robertson, Hildred Ellen  
Russell, Alice Hall  
Russell, Dana Merrill  
Sanford, Leroy Benjamin  
Scott, William Michael  
Smith, Annie Lucas  
Snow, William Franklin  
Spaulding, Frederic Henry  
Stevens, Marjorie Eliza  
Stevens, William Bertrand  
(As of the Class of 1906)  
Swett, Francis Huntington

Taylor, Maurice Holway  
Thompson, Agnes Melissa  
Townsend, Erland Seward  
Wakefield, Roland Adell  
Warren, Flora May

Wentworth, Clarence Leavitt  
White, Elizabeth Florence  
White, Lewis Julian  
Woodman, Orlando Charles  
Worth, Orrie Ermina

## BACHELOR OF SCIENCE

Boyd, William  
Bright, Karl Aubrey  
Cloutman, Harold Joseph  
Dickey, Ralph Clark  
Doe, William Ernest  
Drew, Harold Delbert  
Gibbs, Charles Shelby  
Gould, Sherman Jewett  
Johnson, Henry Peter  
Lawrence, Elmer Walcott

Lord, George Edward  
Marston, Bonnie Oliver  
Morton, William Sargent  
Nichols, Paul Frothingham  
Pinkham, William Dwight  
Rankin, Clark Colby  
Rankin, Charles Stephens  
Stillman, Raymond Durgin  
Swicker, Victor Calvin  
Tucker, Elmer Woodbury

# COMMENCEMENT HONORS

---

## IN LANGUAGE AND LITERATURE

HAROLD BURTON CLIFFORD  
MARION ELIZABETH HUTCHINS  
MONA PEARL HODNETT  
HARRIET MOSES JOHNSON  
RALPH EDWARD MERRILL  
MARJORIE ELIZA STEVENS  
FRANCIS HUNTINGTON SWETT

## IN PHILOSOPHY

\*MARGIE MILLER BRADBURY  
MABEL GERTRUDE GOOGINS  
ALBERT BURNHAM HARVEY  
\*HARLENE MARTHA KANE  
HAZEL ALMA MITCHELL  
LAURENCE TRACY NUTTING

## IN SCIENCE

ANNIE ENOLA CHAPMAN  
PAUL FROTHINGHAM NICHOLS  
ALICE HALL RUSSELL  
VICTOR CALVIN SWICKER  
\*MAURICE HOLWAY TAYLOR  
ERLAND SEWARD TOWNSEND  
FLORA MAY WARREN

MASTER OF ARTS, *pro merito*  
EDWARD HERSEY FULLER, '12

## HONORARY DEGREES

## DOCTOR OF PEDAGOGY

ENOCH CASE ADAMS, '76

HARVEY SUMNER COWELL, '75

## DOCTOR OF LAWS

OREN NELSON HILTON, '71

## MEMBERSHIP IN DELTA SIGMA RHO

*1897*

CARL ELIAS MILLIKEN

*1903*

CARROLL LINWOOD BEEDY

*1908*

THOMAS SHEEHAN BRIDGES

*1913*

WADE LINCOLN GRINDLE

*1917*

PERLEY WISE LANE

ARTHUR LEONARD PURINTON

*1918*

DON HALLOWELL STIMPSON

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---

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*Second Vice-President*, DR. L. L. POWELL, '00, Saco, Me.

*Third Vice-President*, REV. J. STANLEY DURKEE, '97, Brockton, Mass.

*Secretary-Treasurer*, JOHN L. READE, '83, Lewiston, Me.

*Executive Committee*, JOHN A. HUNNEWELL, '02, Lowell, Mass.; BERTHA S. CLASON, '09, Camden, Me.; ALBERT W. BUCK, '12, Boston, Mass.

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(Maine Alumni Association)

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*Vice-President*, L. E. MOULTON, '93, Auburn, Me.

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*Secretary*, DR. DENNETT L. RICHARDSON, '00, City Hospital, Providence, R. I.

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*Committee on permanent organization*, EDWIN A. MERRILL, '86, Minneapolis; GEORGE H. WYMAN, '77, Anoka; MRS. (Prof.) FREDERIC H. BASS, '02, Minneapolis.

## AROOSTOOK COUNTY ASSOCIATION

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*Vice-President*, MRS. ISADORE H. STEVENS, '10, Presque Isle, Me.

*Secretary-Treasurer*, BESSIE H. COOPER, '04, Presque Isle, Me.

## OCEAN PARK ASSOCIATION

*President*, WILLIAM E. C. RICH, '70, Ocean Park, Me.

*Secretary-Treasurer*, LESTER L. POWELL, '00, Saco, Me.

*Executive Committee*, FRANK H. THURSTON, '06, Lewiston, Me.; DORA JORDAN, '90, Alfred, Me.; MRS. GERTRUDE L. ANTHONY, '01, Lewiston, Me.

## WORCESTER ASSOCIATION

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*Vice-President*, GEORGE G. SAMPSON, '05, Worcester, Mass.

*Secretary-Treasurer*, MRS. MARY ANGELL LINCOLN, '90, Worcester, Mass.

## OXFORD COUNTY ASSOCIATION

*President*, GEORGE A. HUTCHINS, '99, Rumford, Me.

*Secretary-Treasurer*, SHIRLEY J. RAWSON, '14, Ridlonsville, Me.

## OFFICERS OF DELTA SIGMA RHO

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*Vice-President*, GORDON L. CAVE, '13, Seattle, Wash.

*Secretary-Treasurer*, HARRY W. ROWE, '12, Lewiston, Me.

*Executive Committee*, THE OFFICERS; LOUIS B. COSTELLO, '98, Lewiston, Me.; F. BROOKS QUIMBY, '18, Lewiston, Me.



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